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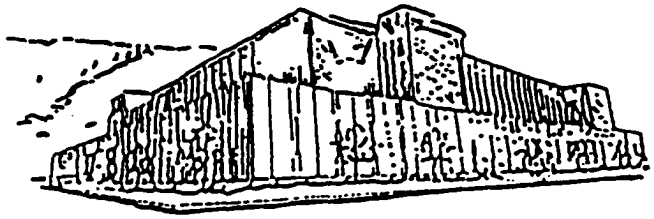
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TRANSFORMATIONAL LEADERSHIP AND TEACHERS' TENDENCY TO
TAKE RISKS

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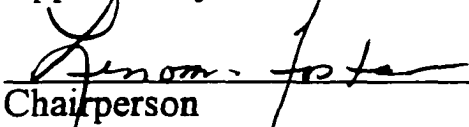
for the degree of


Doctor of Education

The University of Montana

1998

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6-30-98
Date

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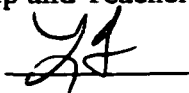
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Wipf, David, Ed.D., June 1998

Transformational Leadership and Teachers' Tendency to Take Risks

Adviser: Dr. Lenoar Foster



In light of current theory of effective educational leader actions, this descriptive study examined the relationship between a transformational practice of leadership and teachers' tendency to take risks. The subjects were 30 principals and 84 teachers from a stratified random sample of Blue Ribbon Award Program schools, and 20 principals and 53 teachers from schools matched with the Blue Ribbon sample based on size, geographic location, grade organization, and socio-economic status. All principal participants completed an author-designed administrator version of Leithwood's The Nature of Leadership Survey, and all teacher participants completed a teacher version of The Nature of Leadership Survey, and an author-revised version of Moore and Gergen's Individual Tendency Scale. Data were collected through a mailed survey package resulting in a 70% response rate from Blue Ribbon schools and an 81% response rate from Non-Blue Ribbon schools.

Survey questionnaires provided respondent demographic and background data as well as ordinal-level data on teachers' perceptions of transformational leadership practices of the principal, principal self-ratings of transformational leadership practices, and ratings of teachers' tendency to take risks. Appropriate parametric and nonparametric analysis established several statistically significant ($p \leq .05$) findings and led to these conclusions:

1. The findings of this study provide empirical support which validates transformational leadership and related current theories on leadership by such authors as Barth, Deming, Senge, and Sergiovanni.
2. Principals of Blue Ribbon Schools approach their work differently than principals in the Non-Blue Ribbon School Sample.
3. Teachers in Blue Ribbon Schools are more likely to have a higher risk taking tendency than teachers in the Non-Blue Ribbon School sample.
4. In Blue Ribbon Schools, the tenure of the principal seems to affect the degree to which teachers' perceive the principal to be a transformational leader. Teachers' perception of the principal as a transformational leader is positively related to the teachers' tendency to take risks.
5. In Blue Ribbon Schools teachers are more likely to rate female principals higher on their degree of transformational leadership practices than males.
6. Teachers in the Non-Blue Ribbon School sample, with a tenure from less than one year to five years, are more likely to have a higher risk taking tendency than teachers who have a tenure of more than six years.

ACKNOWLEDGEMENTS

Completing the doctoral program and this research has been a personally and professionally enhancing experience, and has provided the most academically challenging and rewarding experiences of my life. This process would not have been completed, however, without the contributions of those named below:

Dr. Lenoar Foster, chair of my dissertation committee, has been a source of inspiration in his example of academic scholarship and in his uncompromising expectations of excellence. But most of all, I am forever grateful for his friendship.

Dr. Roberta Evans, the Chair of the Department of Educational Leadership who, at the time of my residency, made continuation in the program possible through her support of my application for a graduate assistantship, helped me develop the nucleus of a research idea, motivated me to pursue this research, and has had a wonderful ability to help me believe in my academic and professional potential.

My dissertation committee of Dr. Betsy Bach, Dr. Ernie Jean, Dr. Dean Sorenson, and Dr. Bobbi Evans provided an ideal balance of support and constructive criticism.

Jodi Moreau, Executive Assistant in the Department of Educational Leadership, assisted me by doing her work so effectively. Additionally, she allowed me the privilege of her friendship, and her family provided me with a "home-away-from-home" and some great home-made pizzas!

My colleagues in graduate studies at the University of Montana, who listened to my ideas, provided constructive criticism, shared their sense of humor, and supported me throughout my course work.

Many people helped me indirectly with this research, and their contributions are hereby acknowledged: Max Abraham, for encouraging me to pursue a doctorate, my parents who remain my most enthusiastic supporters, and my children -- Carrie, Michael, Erin, Arden and Jared -- who are my heroes and inspire me.

Most of all I thank my wife Krista Ford, who always has supported my personal goals and aspirations - and let me be me. She took over parenting our twin boys while I studied, and gave unconditionally of herself and her resources to support this endeavour.

Last, I thank my God, who has been good to me.

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Chapter One

Introduction

Statement of the Problem

This descriptive study examined the relationship between the practice of transformational leadership and teachers' willingness to take risks. The stratified random sample for this study was drawn from K-12 public schools that had recently received the U.S. Department of Education's Blue Ribbon Award. This prestigious honour is predicated upon the following conditions of effective schools: Leadership; Teaching environment; Curriculum and instruction; Student environment; Parent and community support; and Organizational vitality (U.S. Department of Education, 1994, p. iv). Principals and three randomly-selected teachers from each school were the subjects of this investigation.

Transformational leadership, the central focus of this research, is generally defined as an empowering style of leadership practice which infuses the leader's meaning and purpose into his or her day-to-day duties (Leithwood, 1994). More specifically, there are six dimensions which contribute to the definition as identified in the The Nature of School Leadership (Leithwood, 1994; Jantzi and Leithwood, 1996). These six factors are: developing a widely shared vision for the school; fostering acceptance of group goals; holding high performance expectations;

providing an appropriate model; providing individualized support; and providing intellectual stimulation.

Through the use of two instruments, The Nature of School Leadership, and the Revised Individual Tendency Scale, the schools were examined to determine the degree to which they exhibit the optimum leadership style and processes which support first and second-order change.

The intervening variables that were statistically controlled in this study for teachers are years of age, gender, number of years taught, tenure at the present school, grade taught and informant's level of education. For principals, the intervening variables were age, level of education, years of administrative experience, tenure at the present school, and gender.

As a benchmark for comparison, this study also examined principal leadership and teacher tendency to take risks in schools that were not recipients of the Blue Ribbon award. These schools were matched as closely as possible with the stratified random sample of Blue Ribbon schools on the following factors: size, location, and socioeconomic status.

Purpose of the Study

The purpose of this survey research was to examine the current theories of leadership that compares transformational leadership to full-time classroom teachers' tendency to take risks in Blue Ribbon and Non-

Blue Ribbon schools. The independent variable will be defined generally as an empowering style of leadership practice which infuses the leader's meaning and purpose into his or her day-to-day duties. The dependent variable is teachers' tendency to take risks. Teacher risk taking is understood to be a teacher's action when the consequence or outcome of an event is unknown or uncertain. The intervening variables that will be statistically controlled in the study for teachers are age, gender, teaching experience, tenure, grade taught, and level of education. For principals, the intervening variables are age, level of education, administrative experience, tenure, and gender. The examination of background information was essential to this study because it was hoped it would be possible to identify characteristics and factors contributing to important differences in transformational leadership and teachers' tendency to take risks.

Significance of the Study

There are several fundamental reasons why a study of this type was both timely and necessary in the field of educational administration. Several authors including Deming (1986), Sergiovanni (1992), Barth (1990), and Senge (1990) have developed theoretical frameworks for effective leadership. As will be shown in Figure 3, transformational leadership embodies much of what these authors collectively view as

effective leadership: each of these theorists argue that the “best practices” in leadership include encouraging and modeling risk taking. To assist in the development and refinement of the theories, empirical evidence was gathered which investigated the application of these frameworks in externally validated successful schools.

Additionally, approximately one-third of American school districts have turned to site-based management as a means of restructuring, a trend which will continue (Ogawa and White, 1994). Toward this end, participants restructuring schools through site-based management must be empowered to make meaningful decisions (Odden & Wholstetter, 1995). Many argue that effective leadership practices, therefore, are those which promote innovation and risk taking (Bennis, 1985; Covey, 1995).

Further, according to Yukl (1989), “Virtually all treatments of transformational leadership claim that among its more direct effects are employee motivation and commitment leading to the kind of extra effort required for significant change” (cited in Leithwood, 1994, p. 500). Leithwood (1994) also argues that successful second-order change (e.g. school restructuring) requires transformational leadership. He asserts “transformational forms of leadership are especially attuned to the influence of, for example, organizational structure and culture on the meaning people associate with their work and their willingness to risk change” (p. 501). In other words, educational leaders serious about

achieving second-order changes must promote a climate of innovation and risk taking.

Another need for this study emerged from the dearth of empirical support for educational leaders who espouse transformational leadership. This type of leadership required validation or refinement contingent upon the findings of this study.

Finally, with the public outcry over the declining quality of American schools, an examination of the leadership qualities and cultural indicators among a sample of highly-successful educational institutions (e.g. Blue Ribbon Award winners) would result in a better understanding of those characteristics and practices most successful in maximizing teacher and student performance.

To date, no empirical research of this type has been conducted on the Blue Ribbon schools. It was the intent of this research to provide the critical in-depth investigation linking “best practice” to “best theory.” In doing so, the investigation has potential of altering the paradigm of showcasing Blue Ribbon Schools at the national level. No longer will they be mere museum-like models; instead, they will become research institutions into the optimal constructs for K-12 education.

Theoretical Perspective

In formulation of a theoretical perspective for studying the tendency for risk taking of K-12 teachers, transformational leadership provides a useful prototype. This theory contains elements purported to contribute most significantly to effective leadership as developed by such authors as Senge (1990), Sergiovanni (1992), Barth (1990), and Deming (1986). Chapter Two will elaborate on this connection.

Figure 1. Transformational Leadership Effects

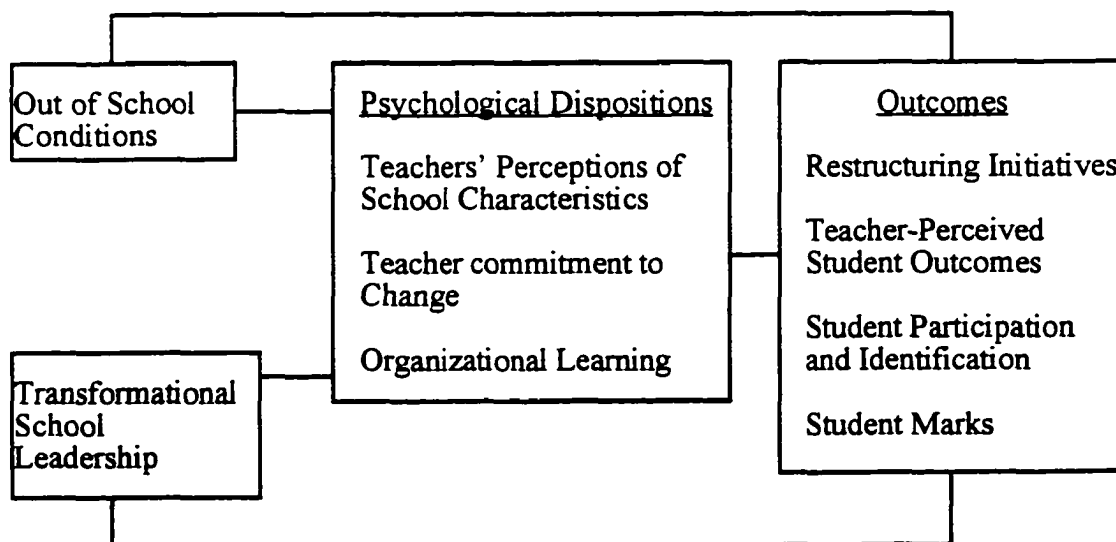


Figure 1. Leithwood's (1994) Transformational Leadership Effects

A framework developed by Leithwood (1994) was used to study the effects of transformational leadership, as represented in Figure 1. Here it can be seen that transformational leadership effects at least three psychological dispositions and four outcomes. Risk taking may be another psychological disposition that is influenced by transformational leadership and which may also effect the outcome of restructuring initiatives.

Leithwood (1994) reports that his research shows the above framework, with regards to Psychological Dispositions, accounted for 80% to 90% of variation in teachers' perception of school characteristics, 40% to 50% of the variation in teachers' commitment to change, and about 50% of the variation in organizational learning. Concerning Outcomes, the framework explained between 40% and 50% of the variation in teachers' progress with restructuring initiatives, between 45% and 70% of the variation in teacher-perceived outcomes, but little or no variation in student participation and student marks.

The rationale for the proposed study is based on several findings of studies conducted in business-sector organizations. Ryan and Ostreich (1991) found that supportive leadership encourages creative or innovative work and risk taking. Furthermore, Moore and Gergen (1988) theorize that willingness to be innovative (change) and taking the personal risks necessary to implement change is based on two factors: 1) a personal tendency toward risk taking, and 2) perception of the degree to which the organization supports risk taking" (p. 3). Moore and Gergen (1988)

developed a theory of organizational risk taking and contributing factors. This theory is illustrated in Figure 2. As shown, two groups of factors, the organization structural/cultural factors and individual tendency factors, influence the individual risk taker. Of particular interest in this study is the organization structural/cultural factors and the role that the principal may have in providing the necessary resources, supports and rewards for change, and the promotion of organizational expectations which encourage teachers to be risk takers.

It is the organizational structural/cultural factors that are most directly influenced by school leadership. Although Moore and Gergen (1988) suggest some practices that managers can follow to support employee risk taking in the business sector, school settings are substantially different requiring more information regarding practice of school leadership that will optimize teachers' willingness to take risks, like those associated with school restructuring initiatives or innovations in instructional practices.

Figure 2. Organizational Factors that Contribute to Risk Taking

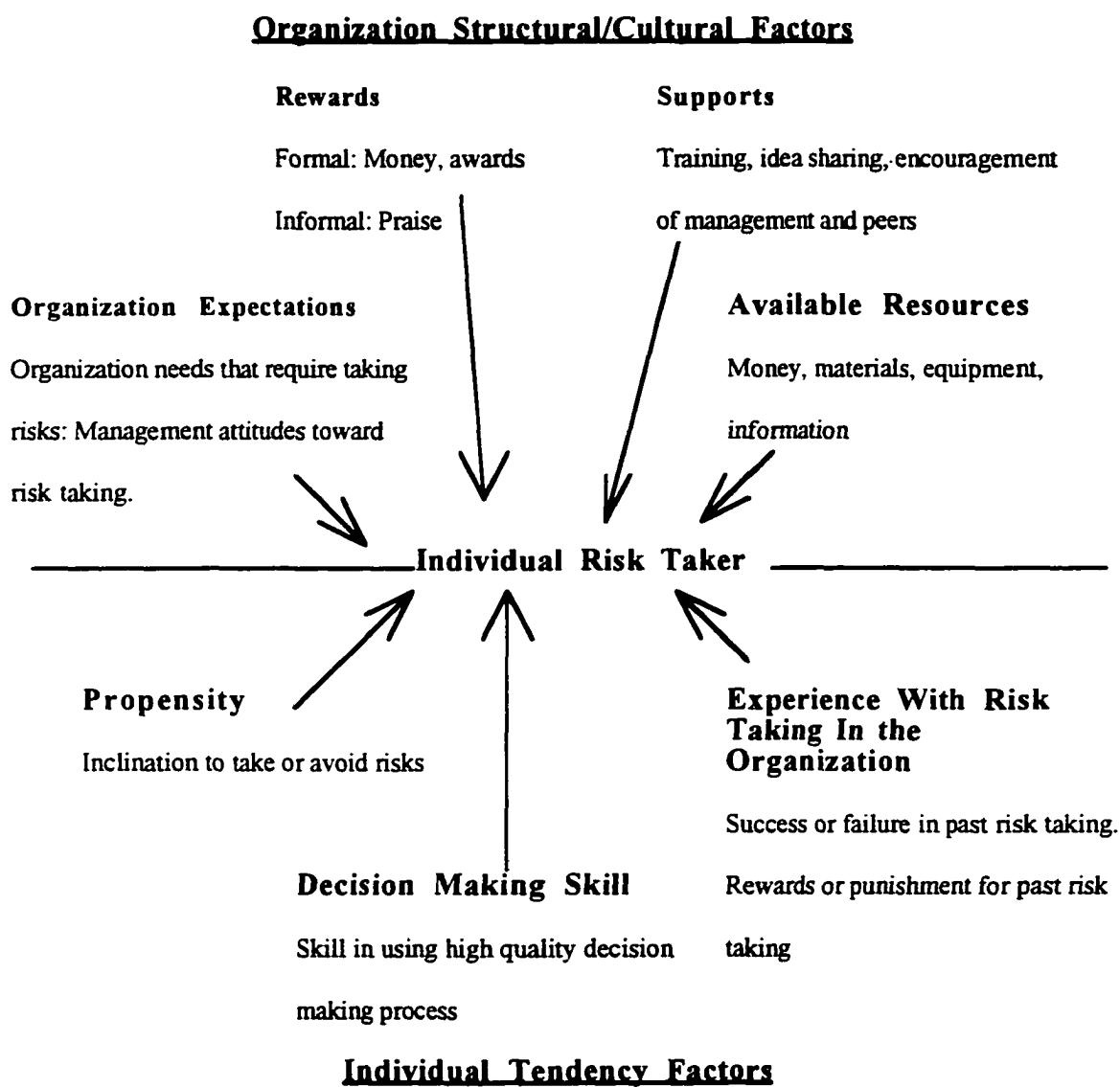


Figure 2: Organizational Risk Taking: Contributing Factors (Moore and Gergen, 1988).

Research Questions

In order to examine the relationship between transformational leadership and tendency for risk taking, this study sought to answer several questions. These questions are categorized into descriptive and multivariate questions and emerge from the review of the literature. These questions will be presented first followed by the null hypotheses.

Descriptive Questions

Leithwood (1994) argues transformational leadership is essential to support innovations in education and promote school effectiveness. Given this view, the first question this study will seek to answer is: How do teachers in Blue Ribbon schools rate the principal as a transformational leader? The second question this study will address is: How do principals rate themselves as transformational leaders?

Barth (1990) contends that leaders must model risk taking to encourage teachers to be risk takers. He further asserts that teachers will not only improve their personal and professional learning through taking risks, but that students will follow the teacher's example and have a greater tendency to take risks to enhance their own learning. The third question in this study will seek to determine an answer to "How do teachers in Blue Ribbon schools rate in their tendency toward risk taking?"

Multivariate Questions.

Research by Moore and Gergen (1988) indicates that employees are more likely to take risks when they perceive the organization will support risk taking. Transformational leadership is viewed as effective leadership and facilitates, supports, enables and nurtures teachers to be risk-takers (Barth, 1990; Leithwood, 1994; Sergiovanni, 1992). The fourth question developed for this study asks, “Does a relationship exist between transformational leadership and teachers’ tendency to take risks?”

For comparative purposes, and to act as a benchmark for the study, the same questions will be asked of schools which have not received Blue Ribbon awards but which have been matched with the sample of surveyed Blue Ribbon schools based on size, grade level (elementary, middle years, and high school), location, and socioeconomic status.

Research Hypotheses

For comparative purposes, research hypotheses must follow from the above questions. From Research Question One, the following null hypothesis (H_0) was developed:

1. There is no statistically significant difference between Blue Ribbon and Non-Blue Ribbon teachers’ ratings of their principals based on scores from The Nature of Leadership Survey.

Research Question Two asked: How do principals rate themselves a

transformational leader? In order to compare the Blue Ribbon principals with the Non-Blue Ribbon principals, the researcher created H₀ Two:

2. There is no statistically significant difference between the self ratings of Blue Ribbon and Non-Blue Ribbon principals as indicated by their scores on The Nature of Leadership Survey.

The third research question asked how teachers rate in their tendency to take risks. To explore this question further H₀ Three states:

3. There is no statistically significant difference between Blue Ribbon and Non-Blue Ribbon teachers' tendency to take risks as indicated by their scores on the Revised Individual Tendency Scale.

The relationship between transformational leadership and teachers' tendency to take risks is explored in Research Question Four. That question was answered through the following H₀:

4. There is no statistically significant relationship between teachers' scores on The Nature of Leadership Survey and their tendency to take risks.

Teacher and principal respondents will be asked to provide background and demographic information on the survey instruments. This information will provide data on the following intervening variables for teachers: age, gender, number of years taught, tenure in the present school, grade taught, and level of education. For principals, the background section of the survey provided information on the intervening variables of

age, education, years of administrative experience, tenure at the present school, and gender. The fifth research question asked, “Is there a statistically significant difference between a teacher’s perception of the degree of transformational leadership practices of the principal and/or teacher’s tendency to take risks and the intervening variables?” That question was answered through investigation of the following set of null hypotheses:

5. There is no statistically significant difference in a:
 - a. teacher’s age and their perception of the degree of transformational leadership practices of the principal or their tendency to take risks;
 - b. teacher’s gender and their perception of the degree of transformational leadership practices of the principal or their tendency to take risks;
 - c. teacher’s teaching experience and their perception of the degree of transformational leadership practices of the principal or their tendency to take risks;
 - d. teacher’s tenure in the present school and their perception of the degree of transformational leadership practices of the principal or their tendency to take risks;
 - e. teacher’s grade taught and their perception of the degree of transformational leadership practices of the principal or their tendency to take risks;

f. teacher's level of education and their perception of the degree of transformational leadership practices of the principal or their tendency to take risks.

6. There is no statistically significant difference between a:

a. teacher's perception of the degree of transformational leadership practices of the principal and the principal's age;

b. teacher's perception of the degree of transformational leadership practices of the principal and the principal's tenure at the present school;

c. teacher's perception of the degree of transformational leadership practices of the principal and the principal's gender.

In these null hypotheses, the independent variable was teachers' perception of the degree of transformational leadership practices of the principal as measured by The Nature of Leadership Survey, and the dependent variable was teacher tendency for risk taking based on the scores from administering the Revised Individual Tendency Scale.

Definition of Terms

To aid the reader in understanding more fully the context of this investigation and to lessen the chance of ambiguity in terminology, a brief lexicon of terms germane to the study is provided in this section.

Leadership Style

An individual's style of leadership is defined by the leader's behaviors and interactions with others (Kaiser, 1995). Hall and Rutherford (1983) describe three broad categories of leadership styles. These styles are considered to be facilitative in nature which means that the leader attempts to make the job of the teacher easier by actively helping to provide those things that teachers need in order to do their jobs. The three styles are:

1. Responder - a style that describes principals who allow others to make most of the decisions. These administrators view teachers as professionals who need little guidance. They are most content to implement directives with little alteration.
2. Manager - this is a style that is more responsive to individual's needs and proactive in planning. Managers will adapt directives and central office decisions to the context of their school.
3. Initiator - a style displayed by individuals who take charge of situations and set their own path for problems solving. These individuals are not content to merely implement decisions without changing them considerably to fit them to the needs and context of a current situation.

Innovation

In the context of K-12 education this denotes new ways of thinking about and doing things. The ideas for innovative practice come from

research in the discipline of teaching and related fields, and from expertise that is developed through years of professional practice. Innovations in education can range from new methods of instruction or assessment to whole-scale changes in the structures of school like scheduling, school governance, or length of the school year.

Leadership

In their book on leadership, Bennis and Nanus (1985) provide a definition for leadership that is used in this study. Leadership will refer to the collective actions taken by an individual that commit people to action, transform followers into leaders, and convert leaders into agents of change.

Transformational Leadership

This will be generally defined as an empowering style of leadership practice which infuses the leader's meaning and purpose into his or her day-to-day duties (Leithwood, 1994).

Risk Taking

Risk taking will be defined as a teacher's tendency to take action when the outcome is unknown or uncertain (Moore & Gergen, 1988). The underlying premise of transforming an organization is that all change is risky.

Vision

In his book titled Improving Schools from Within Roland Barth (1990) writes that vision is a personal belief or “kind of moral imagination that gives [school practitioners] the ability to see schools not as they are, but as they would like them to become” (p. 147). Vision, then, is the collective intentions that an individual has of a preferred future - how he or she would like things to be - that guides individuals in their planning and day-to-day activities.

Delimitations of the Study

The study will be delimited to include 50 randomly selected K-12 schools that have been recognized as “Blue Ribbon” schools between 1994 and 1997, and 50 neighbourhood schools matched as closely as possible with the stratified random sample of Blue Ribbon schools on the following factors: size, location, and socioeconomic status. The Blue Ribbon schools population has been selected because part of the criterion for recognizing these schools is evidence of effective leadership and innovative practices. Respondents will be the principal and three randomly selected full-time teachers in Blue Ribbon and non-Blue Ribbon schools. The study does not include special education teachers, counselors, or support faculty such as educational psychologists.

Limitations of the Study

This is a descriptive study of a confined number of K-12 schools that are part of a narrow subset of all K-12 public schools. As a result, the findings may be limited in their generalizability to the larger population of K-12 schools. This is not an experimental study. Any findings would therefore need to be substantiated by further quantitative experimental and qualitative studies. The very nature of survey research also has its limits, as Alreck and Settle point out “Survey research is neither impossibly difficult nor precisely definitive” (p. 29).

Chapter Two

Review of the Literature

Introduction

The review of the research is presented to show the linkage between current research on school effectiveness theories, educational leadership, and the underlying theme of creating an organizational climate and providing leadership that models and is supportive of risk taking. This section will begin within an overview of school effectiveness, then discuss theories of leadership and risk taking, and conclude with a comparison of these ideas to Leithwood's definition of transformational leadership.

Research on Effective Schools: The Importance of Risk Taking

Research on effective schools has provided information which has become the basis for the reform and renewal of schools in North America. Current research by Lezotte (1994) has identified seven characteristics of an effective school. First, in an effective school, measures of student achievement show a high overall level across all groups (race, gender, and socioeconomic status). Effective teachers, therefore, individualize instruction to meet a variety of learner needs and preferences. Second, a

safe and orderly environment is present. Sound practices of discipline and classroom management are key to promoting a climate for learning. Third, there is a climate of high expectations for success. There is a positive correlation between high teacher expectations and learning outcomes. Fourth, the school has a constancy of purpose and a focused mission. In effective schools, teachers are able to articulate the school's mission. Fifth, effective schools have principals who are instructional leaders and who understand and apply instructional effectiveness in his or her work. Sixth, student progress is frequently monitored and the results are analyzed to modify or change practice. The effective teacher will reflect on his or her evaluative processes and modify and adapt them as needed. Seventh, the effective school is characterized by good home and school relations. Demonstration of clear, frequent, and ongoing communication with the home is a hallmark of an effective teacher. Each of these seven areas can be shown to have an impact on teaching. Looking at this another way, one could say that teaching has an impact on all of these areas. It is for this reason that improvement of teaching is so important. Effective schools have effective teachers and leaders. Unfortunately, not all schools are effective. The question that begs to be answered from a teachers' and administrators' perspective, then, is what contributes to an effective school?

School effectiveness research gives us an understanding of what an effective school looks like and it provides a framework from which to

examine our schools. It does not tell us, however, what must be specifically done to enable teachers to continuously improve their instruction.

Furthermore, as will be shown below, many researchers believe that little substantial improvement in student learning has resulted from all of the restructuring efforts that have occurred since The Nation At Risk was published in 1983. For example, in their thought-piece on learning organizations, Isaacson and Bamburg (1992) point out that “Quality won’t be found through the same old systems. Educators must challenge traditional mental models and ways of visioning and teaming if they hope to create meaningful change” (p. 42). This implies risk taking must be encouraged and modeled in schools.

This concern is echoed in Darling-Hammond and McLaughlin’s (1995) review of research on policies that support professional development. These researchers raise some serious considerations with regard to school restructuring: Can existing programs for teacher preservice and teacher professional development, and system policies be changed to support the view that teachers need to be life-long learners and researchers of instruction? The authors have not found much support for this innovation in current practice. It is their contention that any attempts at meaningful restructuring for quality education will fail unless a new system of preservice and inservice professional development is established that: 1) engages teachers in concrete tasks of teaching, assessment, observation, and reflection; 2) is collaborative, and involves the sharing of

knowledge among communities of professionals; 3) is derived from teachers' work with students; 4) is sustained, intensive and supported by modeling coaching and collective problem solving; and 5) is connected with other aspects of school change. In short, teachers learn by doing, reading and reflecting; by collaborating with other teachers; by looking closely at students and their work; and by sharing what they see. In order to provide these needs for teacher, then, settings need to be changed to "support teacher inquiry and sustained investment in the infrastructure of reform" (Darling-Hammond et al. p. 598).

It is Darling-Hammond and McLaughlin's contention that to accommodate this change, policies and procedures which isolate the teacher in the classroom and from colleagues must be removed; teachers must be empowered with professional tasks; and arenas for thinking through standards of practice need establishment in order to draw teachers into the larger community of the profession. This will only be accomplished with assistance from central office, or as the researchers refer to it, with "top-down support for bottom-up reform" (p. 598). Restructuring of this type will have its greatest effect within the school. The whole concept of leadership, however, will need to be rethought to accomplish this and the new definition of leadership must include encouragement and sustainment of "...reflective communities of practice both within and among schools and to make resources available for teachers to use according to their needs and preferences" (p. 601).

If the current research on school and teaching effectiveness was completely effective there would be no point for this study. Excellence in education is a vicinity, however, not a destination. To be effective, as highlighted above, educators must constantly examine the practice of teaching and refine it to meet the changing needs of the learner and demands of the contexts of schooling. It is on this point that an examination of recent innovative thought on theories and definitions for leadership will be explored. These ideas may provide meaningful ways to enhance the sustainment of effective teaching and improved learning. The following section will begin by highlighting the thoughts of Barth, Senge, Deming, and Sergiovanni. It will end with a discussion of how these theories apply to the proposed study.

Theories of Leadership and the Recurring Theme of Risk Taking

A Community of Learners and Risk-Takers

Central to Roland Barth's (1990) concept of school improvement are the ideas of collegiality and building a community of learners. Barth uses Little's (1981) definition for collegiality which has four specific behaviors: 1) Adults in schools talk about the art and craft of teaching. This talk is frequent, continuous, concrete and precise; 2) Adults in schools observe

each other as they teach and administrate. The results of these observations are discussed and reflected upon; 3) Adults engage together in work on curriculum by planning, designing, researching and evaluating curriculum; and 4) Adults in schools share what they have learned with one another and teach one another what they know. Barth contends that in association with collegiality, “There is even some evidence that motivation of students and *their* achievement rises, and evidence that when adults share and cooperate, students tend to do the same” (p.31). Barth believes that the above definition of collegiality provides an excellent description of a healthy school but hastens to add that promoting collegiality is given little attention in school improvement efforts.

Little, (1981) identified four actions that the principal can do to move a school toward a culture of collegiality, namely: 1) State expectations explicitly for cooperation among teachers; 2) model collegiality by working collaboratively with others to improve conditions in the school; 3) reward and recognize those who work as colleagues; and 4) protect teachers who initially engage in collaborative behavior and thereby risk the retribution of their colleagues.

The second concept central to Barth’s (1990) ideas for school improvement is that of building a community of learners. He believes the problems and solutions to creating effective schools (and teachers) can both be found in the ethos of the workplace because it is the ethos (or culture) of the school that needs to change in order for the school to change. One

way to begin to alter the culture of the school is through the creation of communities of learners. This idea works from an assumption quite different from current approaches to school improvement which tend to rely on monitoring adult behavior, controlling students, focusing on the attainment of prescribed skills, and on the assurance of student achievement. On the other hand, improving schools by creating communities of learners assumes that:

1. Schools have the capacity to improve themselves, if the conditions are right. A major responsibility of those outside the schools is to help provide these conditions for those inside.
2. When the need and the purpose is there, when the conditions are right, adults and students alike learn and each energizes and contributes to the learning of the other.
3. What needs to be improved about schools is their culture, the quality of interpersonal relationships, and the nature and quality of learning experiences.
4. School improvement is an effort to determine and provide, from without and within, conditions under which the adults and youngsters who inhabit schools will promote and sustain learning among themselves (Barth, 1990, p.45).

In Barth's writing, he describes a good school as one where students and adults are encouraged to take risks. Specifically regarding the importance of risk taking he states:

Considerable research suggests that risk taking is highly associated with learning. Indeed, when I consider my own most profound learning experiences, I find that they were occasions when I was out on a limb, where the boat was heeling and water coming over the gunwales. Learning seldom comes from passively, safely sitting still in the water with the sails flapping (Barth, 1990 p. 164).

In order to take the above assumptions seriously, Barth contends that the traditional role of the principal must change from one who “pretends to know all, one who consumes lists from above and transmits them to those below” (p. 45) to that of the head learner. This more crucial role involves “experiencing, displaying, modeling, and celebrating what it is hoped and expected that teachers and pupils will do” (p.46). Principals, then, must also be a risk-takers if they expect their teachers to follow suit.

Learning Organizations: An Ethos of Risk Taking

In his book The Fifth Discipline, Peter Senge (1990) provides insight into how educators can achieve meaningful change by transforming schools into learning organizations. As stated above any change is risky, and transformational leadership is necessary to sustain meaningful change.

Senge defines a learning organization as “organizations where people continually expand their capacity to create the results they truly desire, where new and expansive patterns of thinking are nurtured, where

collective aspiration is set free, and where people are continually learning how to learn together” (p. 3). In learning organizations five capacities or disciplines must be developed. These disciplines are: systems thinking, personal mastery, mental models, shared vision and team learning. The cornerstone of change, however, is systems thinking. The essence of this lies in a mind shift toward seeing interrelationships rather than linear cause-effect chains, and seeing processes of change, rather than snapshots.

Senge describes eleven laws that further an understanding of systems thinking. Among them is the idea that cause and effect are not always close in time and space, and in order to seek out solutions to problems in an organization leaders must search for many levels of explanations in complicated situations. It will only be through such careful examination of the structures of an organization that identifying systemic patterns behind complex problems is possible. Since Senge believes that unless a system is changed it will be bound to repeat the same mistakes and people within the organization will continue to behave in similar ways, leaders must use systems thinking to identify what needs to be changed in an organization and how it will be changed.

The second of Senge’s Five Disciplines is personal mastery. People who demonstrate this discipline continually expand their abilities to grow and to create and, therefore, help the organization learn. Inherent in the personal growth process is a willingness to take risks. The organization, in turn, places as much value on continuous learning and improving as it does

on its overall success. Personal mastery also includes a personal calling or vision of what is important to an individual and a commitment to telling the truth (which is defined as the ability to accurately describe reality). Together, these provide a creative tension that can support meaningful change.

Senge describes mental models, the third discipline, as “deeply ingrained assumptions, generalizations, or even pictures or images that influence how we understand the world and how we take action” (p.8). When existing mental models of an individual or organization are not challenged, thinking becomes limited and problems become much more difficult to solve. One such problem in education is the mental model of leadership. If organizations need to change to avoid repeating mistakes, then new concepts of leadership need development. The evolution of transformational leadership is one such example.

Team learning is the fourth discipline of learning organizations. In their review of Senge’s book, Isaacson and Bamburg (1992) challenge educators, especially, to apply cooperative learning techniques in daily decision making which will enable staff members to work together more effectively. Team learning builds on all of the five disciplines and enhances them by tying members of the organization to one another as they collaboratively work in groups.

Building a shared vision is key to the final of Senge's five disciplines. When there is a genuine vision, Senge maintains, people excel

and learn because they want to. A leader's duty is then to unearth shared visions of preferred futures that will foster commitment to the vision of the organization rather than mere compliance.

Senge's theories were built upon research that was conducted primarily in private sector businesses. His theories have readily apparent application to schools because schools have many similar features to other types of organizations. Although the writer has not discovered any empirical research on the application of Senge's theories in schools, his ideas are exciting and need to be tested in the context of educational settings. One vehicle for this may be through examining transformational leadership.

In considering what Senge's ideas mean for leaders in education, the five disciplines provide a framework for focusing the effort to develop the capacity to lead. Those who excel in these areas, says Senge, will be natural leaders of learning organizations and will fulfill three roles: the designer of settings in which the five disciplines can be promoted; the steward of the shared vision; and the teacher who fosters learning for everyone. In short, Senge believes that "Ultimately people follow people who believe in something and have the abilities to achieve results in the service of those beliefs...Who are the natural leaders of learning organizations? They are the learners" (p. 360).

Total Quality Management: Encouraging Risk Taking

Total Quality Management (TQM) is a system of thinking which is founded on ideas attributed to W. Edwards Deming. Deming taught his ideas to the Japanese in the 1950s. Current Japanese economic success has been attributed to the application of Deming's teaching.

In TQM, the whole organization is treated as a system and it is acknowledged that all systems have some effect on other systems. For example, the system of education is affected by the social, economic, cultural, and national systems. This theory implies and recognizes that all people in an organization must participate in its management. As a team, people in the organization achieve quality by working together to continuously move the system to an improved state. As individuals, all members of the organization are given "a chance to advance their learning and to contribute the best of their talents" (Deming, 1986, p. 51). Good leadership in TQM organizations requires investigation into possible causes of problems, but the focus of the examination is on problems with the system, as opposed to finding personal fault with employees.

Deming developed 14 points that are the basis for transformation of an organization into a quality organization. Several others (Bonstingl, 1992; Kaiser, 1995) have adapted or expanded these points to the context of education. Several of these points are highlighted below.

Quality organizations have a constancy of purpose: commitment to

quality. Deming indicates planning for the future success of an organization is built on a foundation of innovation, putting resources into research and education, and constantly improving the design of the product and service. Regarding these latter points Deming (1986) said, “Everyone might well ask himself every day what he has done this day to advance his learning and skill on this job, and how he has advanced his education for greater satisfaction in life” (p. 50).

To ensure constancy of purpose, on-the-job training and education is essential. A major leadership component in TQM organizations is ensuring the possibility that workers can carrying out their duties with satisfaction thereby eliminating the greatest waste: failure to use the abilities of people. A TQM leader, therefore, must know the work they supervise intimately, and be empowered to inform his or her supervisors of conditions that need correction. All members of quality organizations must have this same empowerment. To ensure they do, leaders must remove fear from the workplace. Research by Ryan and Ostreich (1991) has led to a definition of workplace fear as “reluctance to speak up about needed changes, improvements, or other important work issues... [because of] concern about personal negative consequences” (p. xxi and p. 4). If fear is present in the workplace, risk taking will be minimized.

Interpersonal and interdepartmental communication is essential if innovative ideas for improvement are valued and to be acted upon. To accomplish better communication, Deming insists that removing barriers

between areas of an organization is essential. Lack of communication in an organization is one example of a barrier that can be removed, along with fear of risk taking, if people work in cooperative teams and are provided with the opportunity to learn about all areas of the organization. Deming (1986) as illustrated in the following quote, believed “[The employee that] . . . feels important to the job will make every effort to be on the job. He will feel important to the job if he can take pride in his work and may have a part in improvement of the system.” Research by Herzberg (1976) and Maslow (1954) into sources of personal motivation is supportive of Deming’s statement.

The last highlight of the components of the TQM philosophy seems to be woven throughout Deming’s suggestions for attainment of quality. This is the idea of encouraging education and self-improvement for everyone. Like Senge (1990), Deming believed that organizational change is only possible as its members improve through learning. In Out of the Crisis Deming (1986) stated that the net worth of an organization increases with investment in the education of its members, and again referring to sustaining the individual he said, “...people require in their careers, more than money, ever-broadening opportunities to add something to society, materially and otherwise” (p.86). This statement seems to support the notion that primary responsibilities of a leader in a quality organization must to not only be a facilitator of learning for employees by encouraging them to take risks, but to also be a knowledgeable teacher.

Moral Leadership: A Foundation for Risk Taking

Perhaps one of the strongest commentaries and criticisms of current leadership theory and school organization has come from Sergiovanni (1992) in his book Moral Leadership. The thesis of Sergiovanni's thought is twofold: 1) To expand the basis of authority for the practice of leadership, and; 2) To expand the foundational values that undergird the way that leadership is understood and practiced.

Sergiovanni (1992) begins by stating the need for reinventing leadership. He believes that for too long, leadership has focused too closely on the skills of management of people and resources. This is what he refers to as the "hand" of leadership. Although, the hand of leadership is necessary, it is not sufficient to be part and parcel of leadership. What is essential, is the head and heart of leadership. The heart of leadership has to do with an individual's foundation of reality - what he or she values, believes, dreams about, and is committed to. The head of leadership is the theories of practice that develop over time and with experience as the leader reflects on his or her work. This reflection, combined with the personal vision (heart of leadership) becomes the basis of leadership strategies and actions. In other words, the heart and head of leadership work together with the hand of leadership and these cannot work separately if the leader's actions are to be understood. When leaders operate with a moral authority that comes from their personal vision and

underlying purposes for their work “building a covenant of shared values... that bonds people in a common cause and transforms a school from an organization into a community” (p. 15) is possible. Sergiovanni argues, furthermore, that what really motivates and sustains educators is their desire to fulfill their purpose (or moral foundation) for initially becoming an educator. Sergiovanni’s ideas, as will be shown parallel much of the definition for transformational leadership.

In her survey of 115 teachers in Massachusetts, Johnson (1990) found that what attracted teachers to teaching was serving others, working with people, enjoyment of the job itself, material benefits, and the school calendar. On the other hand, Johnson found that what dissatisfied teachers was low pay, lack of respect, few opportunities for advancement, lack of administrative and/or parental support, unnecessary bureaucratic demands, poorly maintained buildings, nonteaching duties, limited autonomy, isolation from other teachers, and the lack of a voice in school governance and decision making. It is important to note that although material things are listed as both a source of motivation and dissatisfaction, there are also many examples that indicate educators are driven by morality, emotion and social bonds. Sergiovanni (1992) hastens to add these assumptions are what underlies leadership based on moral authority, which will be described below.

Sergiovanni outlines several traditional bases for authority briefly outlined here. He refers to these as “follow me” leadership. First,

bureaucratic authority operates from the power of position and legitimate authority. People follow because of the system's roles, rules, and expectations that a leader represents. Second, psychological authority is expressed in the form of motivational technology and human relations skills. Followers are to respond to the personality of the leader, the pleasant environment that they provide, and the rewards made available. Third, technical-rational authority exists in the form of evidence derived from logic and scientific research. Leaders expect followers to respond to them because they know what is best as determined by research. These three bases of leadership rely on external structures, rewards, or knowledge as the basis for an imposed style of leadership which can get people to cooperate, but cannot inspire and sustain the level of work and commitment that is needed to make schools effective and work well. True leadership according to Sergiovanni, however, builds substitutes for "follow me" leadership.

The two bases for authority that are not traditional and which provide a foundation on which to build substitutes for "follow me" leadership are professional and moral authority. Professional authority is based on experiential knowledge and personal expertise. It is only possible through years of reflective practice. The other source is moral authority. Moral authority takes "the form of obligations and duties derived from widely shared values, ideas, and ideals. When leadership practice is based on moral authority, teachers can be expected to respond to shared

commitments and felt interdependence” (p. 31). Sergiovanni is not saying that the traditional bases for authority need to be discarded, rather, he is saying that professional and moral authority should become the primary sources of authority for leadership.

Once the basis for authority changes from traditional to professional/moral, the role of the leader also changes. When primarily operating from a professional and moral base, the leader will focus more on removing obstacles to teaching, providing material and emotional support, taking care of the management details that can make the teacher’s job easier, sharing in the joys of working toward ideals, and celebrating the accomplishments along the way.

The goals of a school (or organization) founded on professional and moral authority will also differ from schools (or organizations) that rely on a traditional basis for authority. Schools based on the former types of authority will channel energy and resources into creating a learning community that “suggests a kind of connectedness among members that resembles what is found in a family, a neighbourhood, or some other closely knit group, where bonds tend to be familial or even sacred” (Sergiovanni, 1992, p. 47), and will also establish a moral basis for the practice of teaching. In describing this professional ideal Sergiovanni says:

Commitment to exemplary practice means practicing at the edge of teaching, by staying abreast of new developments, researching one’s practice, trying out new approaches, and so on. In a sense, it means

accepting responsibility for one's own professional development . . .

The heart of professionalism in teaching may be a commitment to the caring ethic [which] means doing everything possible to serve the learning, developmental, and social needs of students as persons" (p.53).

There is a strong sense of risk taking that seems to be evident in the above quote. Sergiovanni also expands on this notion of personal commitment to exemplary practice in his discussion of the "virtuous school." In this type of school teachers and administrators are "free to take whatever initiatives were necessary to make things work" (p. 101). Thus, schools would operate quite a bit differently then at present.

Encouragement of risk taking would seem to be a necessary part of the transition from the status quo to schools envisioned as virtuous.

Sergiovanni also argues that teachers must "become better problem solvers and better self-managers and therefore become less dependent on their leaders in the future" (p. 107). It is doubtful that unless teachers are encouraged to take risks that this goal could be realized.

Leadership as stewardship is another theme explored by Sergiovanni. The idea of placing oneself in service to others, to ideas and to ideals, and to accepting personal responsibility for the rights of other people and for common welfare represent what Sergiovanni calls "stewardship." It is this leadership style that he believes forms an attractive and future-oriented image of leadership "for it embraces all the members of the school as a

community and all those who are served by the community... Parents, teachers and administrators share stewardship responsibility for students” (p. 139).

Risk Taking Theory

A common thread throughout the book The Leader of the Future (Hesselbein, Goldsmith, Beckhard, 1996) is that of the constancy of change in organizations, technology, and culture. In Moore and Gergen’s (1988) theory on risk taking and organizational change an underlying premise is that all change is risky. Initially, people are resistant to change (Moore and Gergen, 1988; Fullan, 1991) however, according to Moore and Gergen, “using a process that attends to what is at stake for those affected by the change enables employees to move quickly from being resisters to partners in helping the change succeed. The movement from resistor to partner occurs because the perception of risk changes” (1988, p. 3). In their view, the capacity for taking the personal risks in the work place setting - which are risks to self esteem, loss of face, appearing incompetent or having poor judgment, and being unable to learn or change - is based on two factors: individual tendency toward risk taking, and the perception of the degree to which the organization supports risk taking. The elements of these two key factors are diagramed in Figure 2 and will be explained in more detail here.

According to Moore and Gergen (1988) there are four structural and cultural factors and three individual tendency factors that influence risk taking. The organization structural/cultural factors are expectations, rewards, supports and resources. Organization expectations must be clear as to what change is expected, why it is needed, and how it will affect employee practices. The benefits/rewards of taking risks must be known. The rewards must be creatively established in order to address the needs of different people and the supports for risk taking must be evident from management and peers. Fullan (1991) suggests that support must be ongoing throughout the process of change. Another form of support is the provision of the necessary resources that the risk-taker requires in order to try something new. Without direct access to necessary resources the drive for continued risk taking will be curtailed (Moore and Gergen, 1988; Fullan 1991, 1996).

The individual tendency factors that influence risk taking behavior are propensity, past experiences with risk taking and decision making skill. Each person according to Moore and Gergen (1988) has an proclivity to take or avoid risks. For those individuals who tend to avoid risk taking, support must be obvious if risk taking is expected. Decisions regarding risk taking will be influenced by past experiences and will be strongly affected by individual perception of the degree to which support for risk taking exists within the organization (Moore and Gergen, 1988; Caine and Caine 1991, Sylwester, 1997). Due to this individual perception, Moore and

Gergen (1988) suggest that organizations which want to implement change must find structural/cultural and personalized ways to “provide a safe environment where lower tendency risk takers will experience positive results with risk taking” (p. 5). The role of decision making in risk taking is critical: what is required is carefully managed decisions about change. Moore and Gergen (1988) write that a skilled risk taker uses a three-part decision making process which involves making a preliminary decision, analyzing the risks involved, and evaluating the results of risk taking. For purposes of this study, it is the type of leadership in a school setting that supports teachers’ risk taking which is the focus of exploration.

Summary of Theories on Leadership

The theory and research of Barth, Senge, Deming, and Sergiovanni provide many meaningful implications for restructuring schools. Their suggestions regarding leadership can be synthesized and applied as a foundation for and partial definition of transformational leadership.

A chart has been prepared which compares the highlights of the views of these authors to Leithwood’s (1995) dimensions of transformational leadership. It is presented in Figure 3. This chart has been developed to visually demonstrate that Leithwood’s model of transformational leadership may be

the best framework with which to explore the above authors' concepts of leadership.

Leithwood developed the The Nature of School Leadership survey (1994) from the eight constructs that form the dimensions of transformational leadership. Based on further research findings by Jantzi and Leithwood (1996), the eight constructs were reduced to six which are:

1. Identifying and articulating a vision;
2. Fostering the acceptance of group goals;
3. Providing individualized support;
4. Intellectual stimulation;
5. Providing an appropriate model; and
6. High performance expectations.

Only one empirical study (other than Leithwood's work) has been found which used an earlier (1993) version of the The Nature of School Leadership Survey. This purpose of this study by Hipp (1995) was to explore the relationships among principals' leadership behaviors and teacher efficacy in ten Wisconsin middle schools that were engaged in building-level change efforts. Quantitative data were analyzed using correlation analysis and ANOVA. Findings indicated that three of Leithwood's transformational leadership behaviors, namely, models behavior, inspires group purpose and provides contingent rewards (a dimension that was dropped in the later edition of the survey) were related to teaching efficacy.

Figure 3. A Comparison of Theories of Leadership: Risk Taking as a Recurring Theme

Transformational Leadership	A Learning Organization	School as a Community	A Community of Learners	Organization as a System
Leithwood	Senge	Sergiovanni	Barth	Deming
Identifying and articulating a vision	Continually expanding the capacity to create desired results	Covenant of shared values	Collegiality is the shared talk about the practice of teaching	Teamwork
Fostering acceptance of group goals	New and expansive patterns of thinking are nurtured	Community of learners	Observe	Measured processes
Providing individualized support and encouraging risk taking	Collective aspiration is set free	Commitment to exemplary practice and caring ethic	Reflect and discuss	Constancy of purpose and improvement
Intellectual stimulation	Leader is a steward of shared vision	The "Virtuous School"	Joint planning, designing, researching and evaluating the curriculum	Commitment to quality
Providing an appropriate model	Leader is a teacher who fosters learning for everyone	Base authority primarily on moral and professional foundations	Leader is head learner	Encourage risk taking
High Performance expectations		Stewardship involves placing oneself in service to ideas, ideals, and others	Leader is a coalition builder	Drive out fear and barriers to communication
				Leader duties are to encourage self improvement and education

Summary of the Literature

Research by Lezotte (1994) on effective schools provides information which has become a widely accepted benchmark for educational reform and renewal and it provides a framework from which

to examine our schools. Isaacson and Bamberg (1992) point out, however, that the type of changes necessary in schools will not be possible unless new ways of teacher collaboration and learning are found. This implies risk taking must be encouraged and modeled in schools. This concern is echoed in Darling-Hammond's and McLaughlin's (1995) review of research on policies that support professional development. In order to provide for the needs of teachers, settings in schools need to be changed to support teacher inquiry and commitment to reform.

The writings of leadership theorists like Leithwood, Barth, Senge, Deming, and Sergiovanni support the crucial place that risk taking has to human and organizational effectiveness. For example, Leithwood (1994) underlines the importance of providing teachers with individualized support and encouragement of risk taking as one of the dimensions in his definition of transformational leadership. Senge (1990) calls for the removal of constraints that might disallow organizational members the opportunity to create new and expansive patterns of thinking or which might inhibit collective aspiration. The concept of the leader as head learner and teacher as a life-long learner is foremost in Barth's (1990) view of schools as a community of learners. The emphasis within this view of joint teacher observation, reflection, discussion, planning, designing, researching and evaluating, all underscore the importance that risk taking has in such schools. Critical to the concept of Total Quality Management as proposed by Deming (1986) is the encouragement of innovation and the

removal of barriers to risk taking and communication. Last, in his view of a school as a community, Sergiovanni (1992, 1996) suggests that educational leaders are stewards who provide a service to others by enabling them to take leadership for change and the risks necessary to achieve the goal, among others, of exemplary practice. Sergiovanni (1992) claims that his book is an attempt to catch theory up with practice. The researcher's major concern, though, is that there seems to be little school-based research that examines how his theories, and those of others, can be operationalized.

The constancy of change is outlined in much of the literature (Hesselbein, Goldsmith, Beckhard, 1996; Fullan 1982, 1991). In Moore and Gergen's (1988) theory on risk taking and organizational change an underlying premise is that all change is risky. In Moore and Gergen's view individual tendency toward risk taking is based on two factors: an individual's tendency toward risk taking, and the perception of the degree to which the organization supports risk taking. Research by Leithwood (1994) and Jantzi and Leithwood (1996) on transformational leadership provides a framework which is used to explore teachers' perceptions of the transformational actions of principals, and which embodies much of the theory on effective leader actions as proposed by the above named leadership theorists.

This study links the theories of effective leadership actions with the practice of educational leaders in an externally validated population of

schools. It also examines the affect that leader actions have on teachers' tendency to take risks. It is the practical application of the theories that extends the inquiry of the above discussion, and the potential impact that leadership actions have in improving teaching, that motivates this work.

Chapter Three

Methods and Procedures

Introduction

The purpose of this descriptive study was to explore the relationship between transformational leadership and teachers' tendency toward risk taking through a quantitative research design and analysis. The method of data collection was conducted using survey research techniques. According to Babbie (1990), the purpose of survey research is to generalize from a sample of a population so that inferences can be made about some characteristic, attitude, or behavior of this population. Survey research can be designed to measure peoples' attitudes and preferences (Alreck and Settle, 1985).

Since professional educators are the subject of this research, it was their answers to questions that were sought. This research was seeking the opinions of at least 300 individual teachers and principals. With such a number of individuals who are geographically dispersed throughout the United States, survey methodology was most appropriate.

Fowler (1988) proposes that there are four elements to consider when thinking about survey research. The first is probability sampling. This enables the researcher to have confidence that sample bias is

minimized whereas data collected from individuals who attend meetings or are the “squeakiest wheel” may be biased. Second, standardized methods of measurement ensures all respondents’ opinions are treated consistently. According to Fowler (1988), “Without such measurement, analyzing distributions or patterns of association is not meaningful” (p. 12). Third, the type of information sought in a survey must not be available elsewhere. Such is the case in this study. The type of information the researcher was seeking was only available from individuals in specifically-defined schools. Last, analysis requirements dictated a special-purpose survey. In order to obtain the types of information warranted for this study, specific instruments were identified or developed. These instruments have a very specific focus and since it is the correlation of variables that is sought, specific types of data analysis are predetermined. In consideration of these four benchmarks, the researcher determined that survey methodology was the most appropriate means of conducting the investigation.

Sources of the Data

The sample for this population was a stratified random sample drawn from a total of 529 public and private schools recognized by the U.S. Department of Education as Blue Ribbon schools during the 1994-96 and 1996-1998 school years. A single-stage sampling procedure was followed. A random table of numbers was used to select the sample. Of the

total number of Blue Ribbon public schools, 213 or about 40 percent were public elementary schools (recognized in 1996-1998), 114 (about 22 percent) were public middle schools, and 147 (about 28 percent) were high schools (recognized in 1994-1996). The total number of private schools represented in the population are: 26 elementary (4.9 percent); 1 middle (0.1 percent) and 28 secondary (5 percent). In this program elementary schools are recognized in alternate years. During the 1994 to 1996 school years, however, only middle and high schools were recognized.

A total of 100 sites were selected to participate in the study - 50 Blue Ribbon schools and 50 Non-Blue Ribbon schools. This represented about 10% of the population as recommended by Alreck and Settle (1995). To ensure representation based on the above distribution of award winning schools, a stratified sample was drawn. According to Babbie (1990), this process minimizes sampling error.

Procedures of the Study

Surveys were sent to a randomly selected Blue Ribbon group of 20 elementary public schools, 11 public middle schools, and 14 public secondary schools, 2 private elementary schools, and 3 private secondary schools. At each school, the principal and three randomly selected teachers were surveyed. The teachers were selected from an alphabetized and

numbered phone list of faculty members by using a table of random numbers. Also, each Blue Ribbon School principal was asked to identify a Non-Blue Ribbon school that was as closely matched as possible with the Blue Ribbon school based on size, grade level, location and socioeconomic status. These schools were surveyed in exactly the same way as the sample of Blue Ribbon schools.

The choice of using Blue Ribbon schools as the study population was selected for several reasons and the rationale for this decision will be discussed here. According to U.S. Department of Education, to be selected for recognition

a school conducts a self-evaluation -- a useful process that allows teachers, students, parents and community representatives to assess their strengths and weaknesses and develop strategic plans for the future. The school then submits a written application, including information on their progress toward achieving the National Education Goals. A review panel selects the most promising schools for site visits by experienced educators who submit reports on their findings. The review panel considers the reports and makes recommendations to the U.S. Secretary of Education, who announces the schools selected for recognition. (U.S. Department of Education Press Release, February 8, 1996)

As shown in the literature review, several researchers like Lezotte (1994) have developed indicators of effective schools. The process of selecting Blue Ribbon schools uses indicators from school effectiveness research to help identify potential recipients. Specifically, the U.S. Department of Education specifies that effective schools have the following attributes:

1. Strong visionary leadership.
2. A sense of shared purpose among faculty, students, parents, and the community.
3. A school climate that is conducive to effective teaching and teacher growth and recognition.
4. An environment that conveys the message that all students can learn.
5. Programs that challenge gifted, average, and at-risk students.
6. Evidence of impressive academic achievement and responsible student behavior.
7. Actively involved parents and broad community support.
8. A commitment to an ongoing program of student assessment and school improvement.
9. A “can-do” attitude toward problem-solving, preferring to view “problems” as “opportunities.”

It would be expected that if Blue Ribbon schools are viewed as the most effective and successful schools in America, that they would be populated by effective administrators. In fact, the U.S. Secretary of Education Richard Riley indicated in a press release on February 8, 1996, that leadership is a strong component of this award. Therefore, if transformational styles of leadership contribute to overall school effectiveness as indicated in theory, then it would be expected that these

principals would exhibit a type of leadership related to the transformational leadership style.

Similarly, items #3 and #9 above indicate that teacher growth (learning) and viewing problems as opportunities are valued in these schools. It would follow then that with this emphasis on improvement, teachers in these schools would be encouraged to be risk-takers.

An updated list of Blue Ribbon schools was provided to the researcher by the U. S. Department of Education in the fall of 1997. From these lists the researcher drew a stratified random sample of 50 Blue Ribbon schools. The steps taken in administering and following up the survey in this study spanned a twelve week period (from February 27, 1998 to May 15, 1998) and were a modified version of those suggested by Creswell (1994) to ensure a high response rate. The steps were:

1. a mailing of an “advance organizer” post card to request principal help with the forthcoming survey;
2. an initial mailing with a token of appreciation to increase response rates (Fowler, 1988);
3. a follow-up phone call to each school principal to request the return of the survey.

As soon as the selected Blue Ribbon schools returned the address of a similar school, the same process was used for surveying the Non-Blue Ribbon schools. Field testing of the survey package with school administrators occurred in early February. This process seemed to increase

the clarity of instructions and minimize problems with survey administration.

In order to provide respondents with easy access to answers regarding the administering of the surveys a World Wide Web homepage was developed. The address of this site was www3.sk.sympatico.ca/wipfd. The purpose of the page was to provide answers to frequently asked questions regarding the study, and a direct link, through Internet electronic mail, to the researcher for providing individual support. A paper copy of this homepage can be found in Appendix A . A counter was installed on the page, and indicated that 15 individuals visited the site during the course of the study.

The details of survey sampling and the results are as follows. A post card (Appendix B) was mailed to the Blue Ribbon school sample in mid February of 1998 notifying the school principal that he or she would receive a package of surveys in two weeks and requesting the principal's help in administering them. The principal's cover letter (Appendix C), an administrator version of The Nature of Leadership Survey (Appendix D), the teacher cover letter (Appendix E), the teacher version of The Nature of Leadership Survey (Appendix F), the Revised Individual Tendency Scale (Appendix G), a post card (Appendix H) that would be used to identify a comparison school, and a token book mark (Appendix I), were mailed on February 27, 1998. By the end of March, 21 Blue Ribbon schools had responded to the first mailing. Originally, the researcher had planned on

sending a post-card reminder to sample schools, however, this plan was abandoned when it was discovered that international mailing resulted in long delays (up to 19 days for a one-way mailing) and unreliable return dates. Instead, a follow-up telephone reminder was made during the week of March 31 to April 3, 1998 to all Blue Ribbon sample school principals. By May 12, 1998, 35 of 50 (70%) of schools had returned the survey package.

Of the 35 Blue Ribbon schools that returned the surveys, 5 schools mailed incomplete surveys that were unusable. Notes were attached to the surveys indicating disinterest in completing them, or that teachers were too busy to respond as requested. Thus the total usable surveys equaled 30 administrator and 84 teacher responses. The representativeness of the Blue Ribbon sample is as follows: Fourteen (40%) were public elementary schools, 10 (29%) were public middle schools, 7 (20%) were public high schools, 2 (5.5%) were private elementary schools, and 2 (5.5%) were private high schools.

As soon as the Blue Ribbon schools returned the post card indicating a matched school, a survey package was mailed to the Non-Blue Ribbon school. This package consisted of the principal's cover letter (Appendix J) and Administrator Survey (Appendix K), the teacher cover letter (Appendix L), the Teacher Survey (Appendix F), the Revised Individual Tendency Scale (Appendix G) and token book marks (Appendix I). Twenty-five post cards were received between March 31 and April 30,

1998. In addition, two schools electronically mailed the address of a comparison school to the researcher. A follow-up reminder phone call was made to each school during the week of May 4 to 8, 1998. By May 26, 1998 twenty-two, or 81%, of the Non-Blue Ribbon schools had returned the survey packages. Two of the schools returned the survey packages incomplete and unusable. Notes were attached to these surveys indicating that either the school did not want to be compared to another school, or that the teachers and principal were too busy to complete the surveys. The final result was that 20 principals and 53 teachers provided complete surveys in the Non-Blue Ribbon sample. The representativeness of the Non-Blue Ribbon sample was 9 (40.5%) public elementary schools, 6 (27%) public middle schools, 4 (18.5%) public high schools, 1 (5%) private elementary school, and 2 (9%) private high schools.

Instrumentation

Two instruments were utilized in this study. To measure the independent (criterion) variable Leithwood's The Nature of School Leadership (1995) survey was used (see Appendix D and F). Teachers and administrators completed their respective surveys. The instrument is made up of 50 Likert scale items. Each item has six indicators which range from 1 (meaning strongly disagree) to 6 (meaning strongly agree). Higher ratings are more favorable indicators of transformational leadership. Seven

of the items are reversed, which means that a lower rating is preferable. The total possible score on the survey would equal 300, and the lowest score, providing all items were answered, would be 50. The items can be categorized into six constructs which form the definition of transformational leadership as discussed in Chapter Two.

The instrument for administrators is an adaptation of the The Nature of School Leadership survey. The constructs of the original survey have not been changed: only the instructions and the stems for each question have been modified. This was necessary in order to develop an instrument that could be completed by an administrator. Since the constructs of the survey were not changed the reliability reported by Leithwood and Jantzi (1995) remained intact. A field test of the administrator survey was conducted with 48 school administrators. This was undertaken based on recommendations by Babbie (1990). A test-retest Pearson r correlation coefficient of 0.89 was calculated.

The instrument selected to rate teachers' tendency toward risk taking was developed by Moore and Gergen (1988). The Individual Tendency Scale was developed to represent risk taking tendency on a continuum from low to high. Test-re-test reliabilities in two studies were reported by the authors as .81 and .95 respectively. This scale was modified for use in this study to facilitate self-administration and simplify the manner in which respondents would choose between two semantic differentials. As a result, respondent instructions were modified and the method by which

respondents would indicate their degree of preference between two words or phrases was changed. The constructs on the Revised Individual Tendency Scale remained identical to the original Individual Tendency Scale. Field testing of the revised instrument was conducted with 23 elementary school teachers. A test-retest reliability calculated a Pearson r correlation coefficient of 0.9.

Item validity is indicated by Moore and Gergen (1988) as positive. These results were obtained by asking 212 people to rate the degree that their score on the scale reflected how they thought of themselves. A seven point scale was used. The average rating reported was 5.66 with a standard deviation of 1, therefore about 70% of respondents scored between 4.66 and 6.66. Moore and Gergen (1988) report that “this is very high, considering that people generally avoid the extreme ends of any rating scale” (p. 14).

The Revised Individual Tendency Scale is made up of twenty pairs of words or phrases which are separated by six spaces to allow placement of a check-mark. Respondents are asked, “When I must act without knowing the consequences of my actions, am I more likely to be influenced by the alternative on the left or the right?” The respondent is to then place a check mark in the appropriate space. The closer the check mark is to the right or the left word or phrase, the more that this word or phrase would influence the respondent’s choice. The placement of the check mark then determines a numerical value to be attributed to the word or phrase on the

left or on the right. This type of scale was developed from suggestions by Alreck and Settle (1985).

A summed score is calculated for the 20 items and the result indicates the respondent's tendency to take risks. It is reported that people who score above 58 on the Tendency Scale will be more open to risk taking if they perceive the organization will help them succeed and if they will not be penalized or punished for failing. Respondents who score above 41 on the scale will have a moderate risk taking tendency. A copy of the instrument can be found in Appendix G.

As noted above, teacher and principal respondents were asked to provide background and demographic information on the survey instruments. This information provided data on the following intervening variables for teachers: age, gender, number of years taught, tenure in the present school, grade taught and level of education. For principals, the background section of the survey provided information on the intervening variables of age, education, years of administrative experience, tenure at the present school, and gender.

Data Processing and Analysis

The administrator and teacher surveys were printed on a machine readable form which enabled data to be efficiently scanned into an electronic data base for analysis. Pulse Survey software and Scantron

hardware were used to complete this process. Data were analyzed using Minitab software. The probability level for statistical significance was set at $p \leq .05$, an appropriate level for a study of this type (Alreck & Settle, 1985).

Multiple Regression Analysis

According to Alreck and Settle (1985), “when the relationship between two continuous variables is to be measured for significance of association, the appropriate technique is either regression or correlation analysis” (p. 314). In regression analysis, one independent and one dependent variable is required. Correlational analysis measures only the degree to which the two variables are related. This study employed both regression and multiple regression analysis, and correlational measures.

Analysis of Variance

The purpose of analysis of variance (ANOVA) is to test differences in means (for groups or variables) for statistical significance. This is accomplished by partitioning the total variance into the component that is due to true random error and the components that are due to differences between means. The latter components of variance are then tested for statistical significance, and, if statistical significance is found, the null hypothesis of no differences between the means is rejected in favor of the alternative hypothesis. This study employs ANOVA testing to examine

differences of means in situations where assumptions of normality are inherent in the data set.

Nonparametric Measurements

In statistical analysis where data are not normally distributed, for example, due to smaller sample sizes, or the level of data is ordinal, nonparametric methods for analysis are most appropriate (Lehmann, 1975). There is at least one nonparametric equivalent for each parametric type of test. In general, this study employs the Mann-Whitney U test to examine differences concerning the mean value for some variable of interest between two independent groups. The Kruskal-Wallis analysis of ranks is the nonparametric equivalent of the ANOVA and this test statistic is used to determine differences in the cases of multiple groups. A nonparametric equivalent to the standard correlation coefficient is the Spearman R which is used in this study to express a relationship between two variables.

Effect Size

Statistical significance may be calculated but the pragmatic application of the results may be so small that they are trivial. To solve this problem, the researcher has determined that given statistical significance of a correlation between transformational leadership style and tendency of

teachers to take risks, findings will be put to an effect size test to determine their importance. For purposes of this study findings of an important effect size will be determined if at least one-fourth of teachers are at or above a raw score on the tendency scale of 41. This number was chosen since Moore and Gergen's (1988) research indicates this is a beginning point of moderate risk taking tendency.

If results of the study are not found to be statistically significant, then importance of the findings will be determined by an effect size of at least one-third of the teachers scoring at or above a raw score of 41 on the Revised Individual Tendency Scale.

Chapter Four

Results of the Investigation

Introduction

The central purpose of this study was to examine the theory of effective educational leader actions which compare a transformational practice of leadership to teachers' tendency to take risks. A sample of teachers and principals in 50 Blue Ribbon schools and 27 Non-Blue Ribbon schools was requested to provide data in the form of survey responses which helped to answer the following questions;

- How do teachers in Blue Ribbon schools and Non-Blue Ribbon schools rate their principals as a transformational leader?
- How do principals in Blue Ribbon and Non-Blue Ribbon schools rate themselves as transformational leaders?
- How do teachers in Blue Ribbon schools and in the comparison schools rate in their tendency toward risk taking?
- Is there a relationship between transformational leadership and teachers' tendency to take risks?

Thirty-five Blue Ribbon schools returned survey packages for a response rate of 70%, resulting in 30 principal and 84 teacher responses.

Twenty-two Non-Blue Ribbon schools returned survey packages for a response rate of 81%, resulting in 20 principal and 53 teacher responses. These responses provided the data for final quantitative analyses. This chapter describes the sample and provides analysis of the data.

Characteristics of the Sample

Responses to Part 2 of the principal instrument provided a profile of the sample's demographics: principal's age, level of education, years of administrative experience, tenure at the school, and gender. Responses to Part 2 of the teacher instrument provided a profile of the sample's demographics: teacher's age, gender, number of years taught, tenure at the school, grade level taught, and level of education.

Demographic Profile: Blue Ribbon School Principals

Blue Ribbon principals' ages are presented in Table 1. An analysis of this table shows that 90% of principals were over 41 years of age. This group was split about evenly between principals that were 41 to 50 years of age and principals over age 51.

Table 1

Blue Ribbon Principal Categories of Age (n=30)

<u>Age Category</u>	<u>Absolute Frequency</u>	<u>Relative Frequency</u>
20 or under	0	0
21 to 25	0	0
26 to 30	2	7
31 to 35	1	3
36 to 40	0	0
41 to 50	13	43
51 or over	14	47
Total	30	100

All thirty Blue Ribbon principals provided responses in the background information section of the survey to determine level of education. The results were that 16 principals (53.3%) had completed a Master's Degree, and 14 (46.7%) had completed a Doctoral Degree.

An analysis of the results of Blue Ribbon principal administrative experience as indicated in Table 2 and shows that the majority of principals have from 16 to 26 years of administrative experience. Eighty percent of Blue Ribbon principals have six or more years of administrative experience.

Table 2

Blue Ribbon Principal Administrative Experience (n=30)

<u>Experience Category</u>	<u>Absolute Frequency</u>	<u>Relative Frequency</u>
Less than a year	1	3.3
1 to 2 years	2	6.7
3 to 5 years	3	10
6 to 10 years	5	16.7
11 to 15 years	7	23.3
16 to 25 years	9	30
26 years or more	3	10
Total	30	100

Inspection of Table 3 shows that almost half of the Blue Ribbon principals served in their present school from 6 to 10 years. The vast majority of principals (80%) had served in their present location (had tenure) for six or more years.

Table 3

Administrative Tenure at the Blue Ribbon School (n=30)

<u>Tenure Category</u>	<u>Absolute Frequency</u>	<u>Relative Frequency</u>
Less than 1 year	4	13.3
1 to 2 years	2	6.7
3 to 5 years	7	23.3
6 to 10 years	13	43.3
11 to 15 years	1	3.3
16 to 25 years	1	3.3
26 years or more	2	6.7
Total	30	100

The final demographic on the Blue Ribbon principal survey asked respondents to indicate their gender. All thirty principals responded to this question. The results were that 18 principals, or 60% of this group were female, and 12 or 40% of Blue Ribbon principals were males.

Demographic Profile: Blue Ribbon School Teachers

Examination of Table 4 confirms that the most teachers in the Blue Ribbon sample are in the 41 to 50 year old category. Over 73% of sample teachers reported that they were 36 years of age or more.

Table 4

Age of Blue Ribbon Teacher Respondents (n=79)

<u>Age Category</u>	<u>Absolute Frequency</u>	<u>Relative Frequency</u>
20 or under	0	0
21 to 25	2	2.5
26 to 30	8	10.1
31 to 35	11	13.9
36 to 40	10	12.7
41 to 50	33	41.8
51 or over	15	19.0
Total	79	100

Note: Five missing cases were evident in the data.

Seventy-eight teachers indicated their gender, and six teachers left this item blank. The data show that 67, or 85.9% of respondents were female, and 11, or 14.1%, were male.

Illustrated in Table 5 are the results to the question inquiring about length of teaching experience. The majority of teachers (36.7%) fell into the 15 to 25 year category. Over 85% of Blue Ribbon teachers' had been teaching more than five years.

Table 5

Length of Teaching Experience of Blue Ribbon Teachers (n=79)

<u>Experience Category</u>	<u>Absolute Frequency</u>	<u>Relative Frequency</u>
Less than 1 year	0	0
1 to 2 years	3	3.8
3 to 5 years	7	8.9
6 to 10 years	17	21.5
11 to 15 years	10	12.7
15 to 25 years	29	36.7
More than 26 years	13	16.4
Total	79	100

Note: Five missing cases were evident in the data.

Table 6 presents the distribution of the respondents by years of tenure at their present school and reveals that over half of sample teachers had taught in their present location for 3 to 10 years. Relatively few teachers had a tenure of 11 to 15 years, but over 20% had taught from 15 to 25 years in the same school.

Table 6

Blue Ribbon Teacher Respondents' Tenure in Present School (n=78)

<u>Tenure Category</u>	<u>Absolute Frequency</u>	<u>Relative Frequency</u>
Less than 1 year	5	6.4
1 to 2 years	4	5.1
3 to 5 years	19	24.4
6 to 10 years	23	29.5
11 to 15 years	7	9.0
15 to 25 years	16	20.5
More than 26 years	4	5.1
Total	78	100

Note: Six missing cases were evident in the data.

Table 7 outlines the grade assignment of this sample. The vast majority of respondents taught Kindergarten to Third Grade. Almost 85% of the Blue Ribbon teacher sample taught Kindergarten to Grade 8.

Table 7

Blue Ribbon Teacher Respondents' Grade Level Taught (n=84)

<u>Grade Level</u>	<u>Absolute Frequency</u>	<u>Relative Frequency</u>
Kindergarten to Third Grade	35	41.6
Fourth or Fifth Grade	10	11.9
Sixth, Seventh or Eighth Grade	26	31
Freshmen	5	5.9
Junior	4	4.8
Sophomore	4	4.8
Senior	0	0
Total	84	100

The final question of the demographics section for the Blue Ribbon teachers asked respondents to report on their level of education. Examination of the frequencies presented in Table 8 indicate that over twice the number of individuals held a Master's Degree as those who held a Bachelor's degree.

Table 8

Blue Ribbon Teachers' Level of Education (n=84)

<u>Level of Education</u>	<u>Absolute Frequency</u>	<u>Relative Frequency</u>
Grade School	0	0
High School	0	0
Some College	0	0
Associate Degree	0	0
Bachelor's Degree	25	31.6
Master's Degree	54	68.4
Doctoral Degree	0	0
Total	84	100

Demographic Profile: Non-Blue Ribbon School Principals

All twenty Non-Blue Ribbon principal respondents indicated their gender in the background section of the survey. A tally indicated that four, or 20%, were female, and that 16, or 80%, were male.

The age of Non-Blue Ribbon principals is presented in Table 9. Seventy-five percent of Non-Blue Ribbon principals were 41 years of age or older, and eight, or 40% were 51 years of age or older. No principals in this sample were less than 31 years old.

Table 9

Non-Blue Ribbon Principals' Age (n=20)

<u>Age Category</u>	<u>Absolute Frequency</u>	<u>Relative Frequency</u>
20 or under	0	0
21 to 25	0	0
26 to 30	0	0
31 to 35	3	15
36 to 40	2	10
41 to 50	7	35
51 or over	8	40
Total	20	100

Examination of Non-Blue Ribbon principals' level of education is revealed in Table 10. It reflects that one principal had only a Bachelor's Degree, and that 95% of the principals had a graduate degree, of which 15% were doctorates.

Table 10

Non-Blue Ribbon Principals' Level of Education (n=20)

<u>Level of Education</u>	<u>Absolute Frequency</u>	<u>Relative Frequency</u>
Grade School	0	0
High School	0	0
Some College	0	0
Associate Degree	0	0
Bachelor's Degree	1	5
Master's Degree	16	80
Doctoral Degree	3	15
Total	20	100

Administrative experience of Non-Blue Ribbon principals is displayed in Table 11. Inspection of these results show that 50% of this sample had up to 10 years of administrative experience, and 50% had more than 10 years of experience.

Table 11

Non-Blue Ribbon Principal Administrative Experience (n=20)

<u>Experience Category</u>	<u>Absolute Frequency</u>	<u>Relative Frequency</u>
Less than 1 year	0	0
1 to 2 years	2	10
3 to 5 years	3	15
6 to 10 years	4	20
11 to 15 years	1	5
15 to 25 years	4	20
More than 26 years	6	30
Total	20	100

The length of Non-Blue Ribbon principal tenure in the present school is displayed in Table 10. Inspection of the results confirms that 50% of the sample had from one to five years of tenure, and 50% had 6 to 15 years of tenure. It is interesting to note that no principals had more than 15 years of tenure.

Table 12

Administrative Tenure of Non-Blue Ribbon School Principals (n=20)

<u>Tenure Category</u>	<u>Absolute Frequency</u>	<u>Relative Frequency</u>
Less than 1 year	0	0
1 to 2 years	2	10
3 to 5 years	8	40
6 to 10 years	9	45
11 to 15 years	1	5
15 to 25 years	0	0
More than 26 years	0	0
Total	20	100

The only difference between the Blue Ribbon and Non-Blue Ribbon administrator surveys was a question that asked the Non-Blue Ribbon school principal if an application had been made at the Non-Blue Ribbon school for the U.S. Department of Education Blue Ribbon School Program. Only one out of the twenty schools indicated an application had been made to receive consideration for this award.

Demographic Profile: Non-Blue Ribbon School Teachers

Part 2 of the Non-Blue Ribbon teachers' survey consisted of six questions to gather data on the intervening variables. The results are presented here. All 53 Non-Blue Ribbon teachers revealed their gender on the survey. The data show that 44, or 83%, of respondents were female, and 9, or 17%, were male.

The age of the Non-Blue Ribbon teacher respondents is depicted in Table 13. Evaluation of this information reflects that 62.3% of these teachers reported that they were 36 years of age or older.

Table 13

Age of Non-Blue Ribbon Teacher Respondents (n=53)

<u>Age Category</u>	<u>Absolute Frequency</u>	<u>Relative Frequency</u>
20 or under	0	0
21 to 25	4	7.5
26 to 30	6	11.3
31 to 35	10	18.9
36 to 40	11	20.8
41 to 50	20	37.7
51 or over	2	3.8
Total	53	100

The amount of teaching experience of the Non-Blue Ribbon sample is represented in Table 14. Over 75% of teachers reported to have 6 to more than 26 years of teaching experience.

Table 14

Length of Teaching Experience of Non-Blue Ribbon Teachers (n=53)

<u>Experience Category</u>	<u>Absolute Frequency</u>	<u>Relative Frequency</u>
Less than 1 year	1	1.9
1 to 2 years	3	5.7
3 to 5 years	8	15.1
6 to 10 years	11	20.8
11 to 15 years	10	18.8
15 to 25 years	16	30.2
More than 26 years	4	7.5
Total	53	100

Table 15 presents the distribution of the respondents by category of tenure at their present school. The bulk of this sample -- almost 72% -- had a tenure of less than one to five years. Although 20.8% of the respondents were in the 6 to 10 year category, very few teachers had taught in the same school for more than 11 years.

Table 15

Non-Blue Ribbon Teacher Respondents' Tenure in Present School (n=53)

<u>Tenure Category</u>	<u>Absolute Frequency</u>	<u>Relative Frequency</u>
Less than 1 year	6	11.3
1 to 2 years	12	22.6
3 to 5 years	20	37.7
6 to 10 years	11	20.8
11 to 15 years	1	1.9
15 to 25 years	3	5.7
More than 26 years	0	0
Total	53	100

The grade level that the respondents spent most of their time teaching is presented in Table 16. About 85% of these teachers were assigned to teaching Kindergarten to Grade 8.

Table 16

Blue Ribbon Teacher Respondents' Grade Level Taught (n=53)

<u>Grade Level</u>	<u>Absolute Frequency</u>	<u>Relative Frequency</u>
Kindergarten to Third Grade	11	20.8
Fourth or Fifth Grade	14	26.4
Sixth, Seventh or Eighth Grade	20	37.7
Freshmen	5	9.4
Junior	0	0
Sophomore	1	1.9
Senior	2	3.8
Total	53	100

Table 17 shows the respondent's attained level of education. About 68% of the sample had Bachelor's Degrees, and about 28% had Master's Degrees.

Table 17

Non-Blue Ribbon Teachers' Level of Education (n=53)

<u>Level of Education</u>	<u>Absolute Frequency</u>	<u>Relative Frequency</u>
Grade School	0	0
High School	0	0
Some College	2	3.77
Associate Degree	0	0
Bachelor's Degree	36	67.92
Master's Degree	15	28.30
Doctoral Degree	0	0
Total	53	100

The Research Questions**Question One**

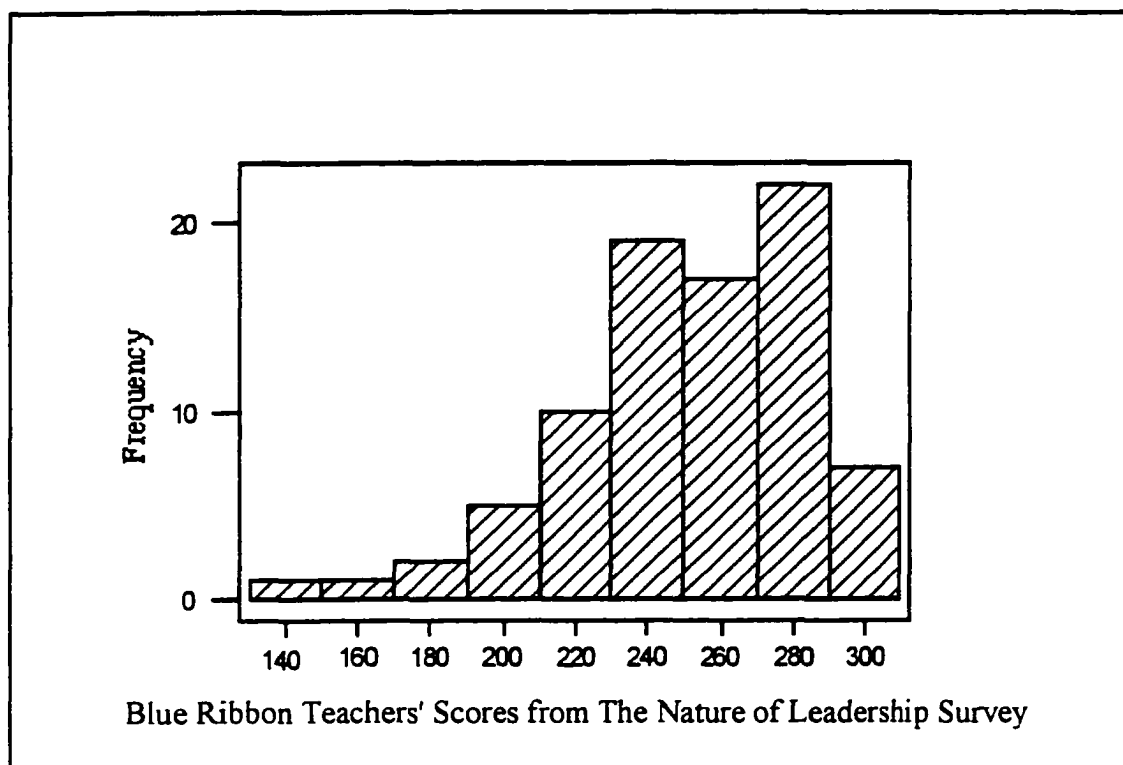
The first question for quantitative analysis was “How do teachers in Blue Ribbon schools and Non-Blue Ribbon schools rate their principals as transformational leaders?” Figure 4 shows the frequency of the distribution of Blue Ribbon teachers' scores on The Nature of Leadership Survey (NLS). The scores were determined by summing the responses to

the 50 questions on the survey. The higher the score, the greater the teachers' perception of the degree of transformational leadership practices of the principal. The greatest rating would be a score of 300.

Eighty-four Blue Ribbon teachers provided rankings of their school principal by completing The Nature of School Leadership survey. Figure 4 reveals that less than 10 individuals ranked the Blue Ribbon principal less than 210 on the NLS and seven teachers ranked their principals greater than 290. Results of an Anderson-Darling Normality Test were statistically significant ($p = 0.05$) and indicate that these rankings are normally distributed. The sample mean was calculated to be 250.82, the standard deviation 33.6 and the median 251.50. The population mean would lie between 243.58 and 258.06 with a 95% confidence interval.

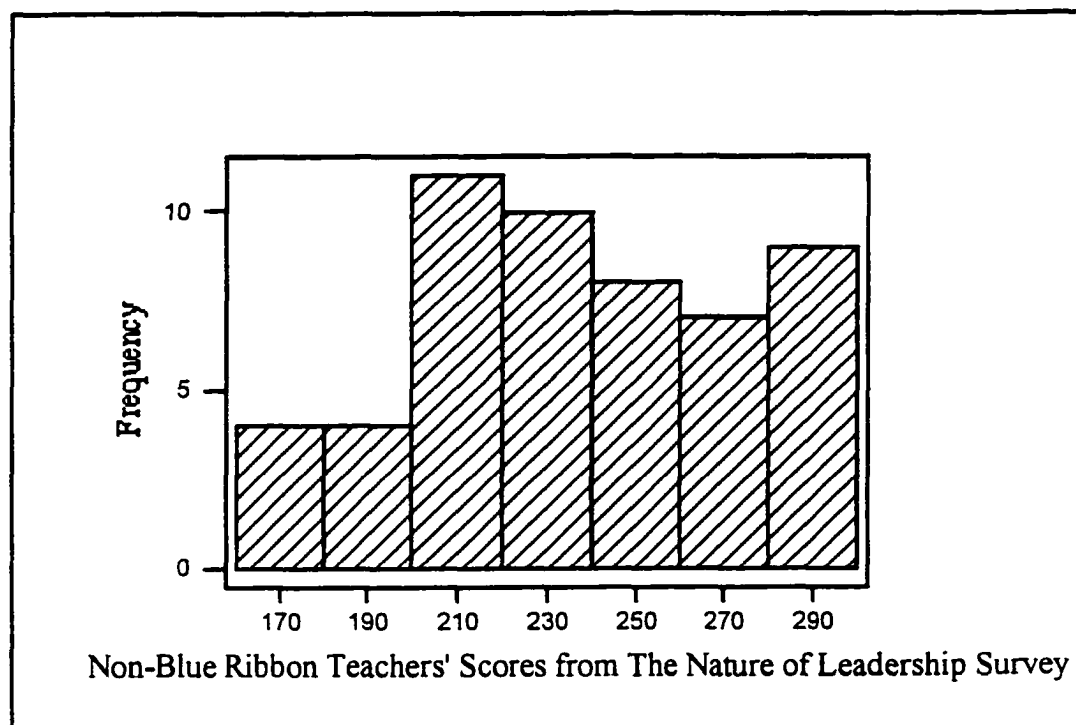
The frequency distribution of the Non-Blue Ribbon teachers' rating of their principals is displayed in Figure 5. The figure illustrates the great degree of variance among the scores.

Figure 4. Frequency Distribution of Blue Ribbon Teachers' Scores on the NLS



Results of the Anderson-Darling Normality Test indicate these scores are not distributed normally, therefore, any follow-up comparison of these ratings would require nonparametric measures. The sample mean was calculated to be 236.51 with a standard deviation of 36.71 and a median of 236. Further descriptive analysis concluded, with a 95% confidence interval, that the population mean would lie between 226.39 and 246.63.

Figure 5. Frequency Distribution of Non-Blue Ribbon Teachers' NLS Scores



Question Two

The second question for analysis was, “How do principals in Blue Ribbon and Non-Blue Ribbon schools rate themselves as transformational leaders?” Data for this question were collected through The Nature of Leadership Survey for administrators. Recall that the sum of the 50 Likert-type items could result in a maximum score of 300 and a minimum score of 50, if all items were answered.

The mean of the self-ratings of Blue Ribbon principals was 272.6, and the mean of the Non-Blue Ribbon principals was 256.7. The 95% confidence interval for sample population was calculated to be between

266.148 and 279.052 for the Blue Ribbon principals, and to be between 245.216 and 268.184 for Non-Blue Ribbon principals. Anderson-Darling Normality Test for the self-rating scores of Blue Ribbon principals indicated the distribution was not normal (A-Squared = .240, $p=.755$). The same test indicated that scores for the Non-Blue Ribbon principal's self-ratings were normally distributed (A-Squared=1.401, $p \leq .05$). Further analysis of these findings will follow in the Research Hypotheses section.

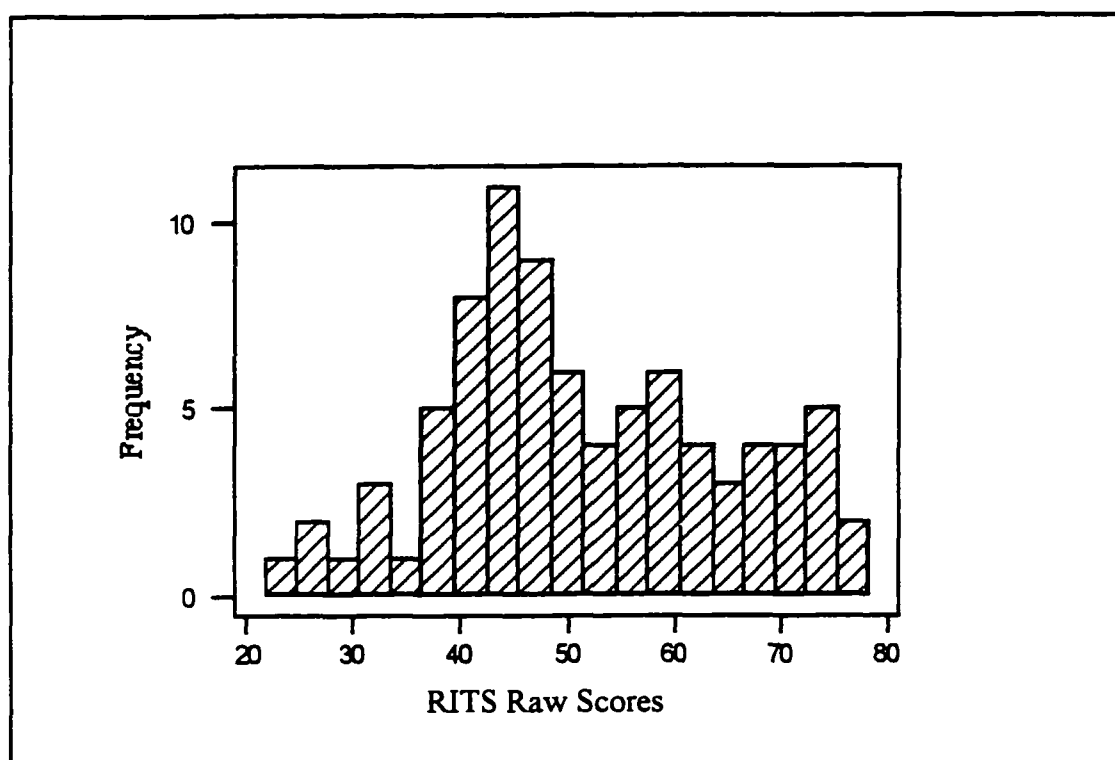
Question 3

How do teachers in Blue Ribbon schools and in the Non-Blue Ribbon comparison schools rate in their tendency toward risk taking? This question was the third focus for quantitative analysis. The Revised Individual Tendency Scale (RITS) was used to provide the researcher with a rating of a teacher's tendency to take risks when the outcome of an action was unknown or uncertain. Scores on the scale could range from 0 to 100, and represent a continuum of low to high risk taking tendency. Figure 6 displays the frequency distribution for the Blue Ribbon sample scores on the RITS.

The distribution of the scores is normal, given the A-Squared value (0.768) and the statistically significant $p \leq .05$ on the Anderson-Darling Normality Test. Scores ranged from a minimum of 23 to a maximum of 78. The median was calculated to be 49.5. The sample mean was calculated

to be 51.560, with a sample n of 84. The population mean would lie between 48.668 and 54.451 ($p \leq .05$).

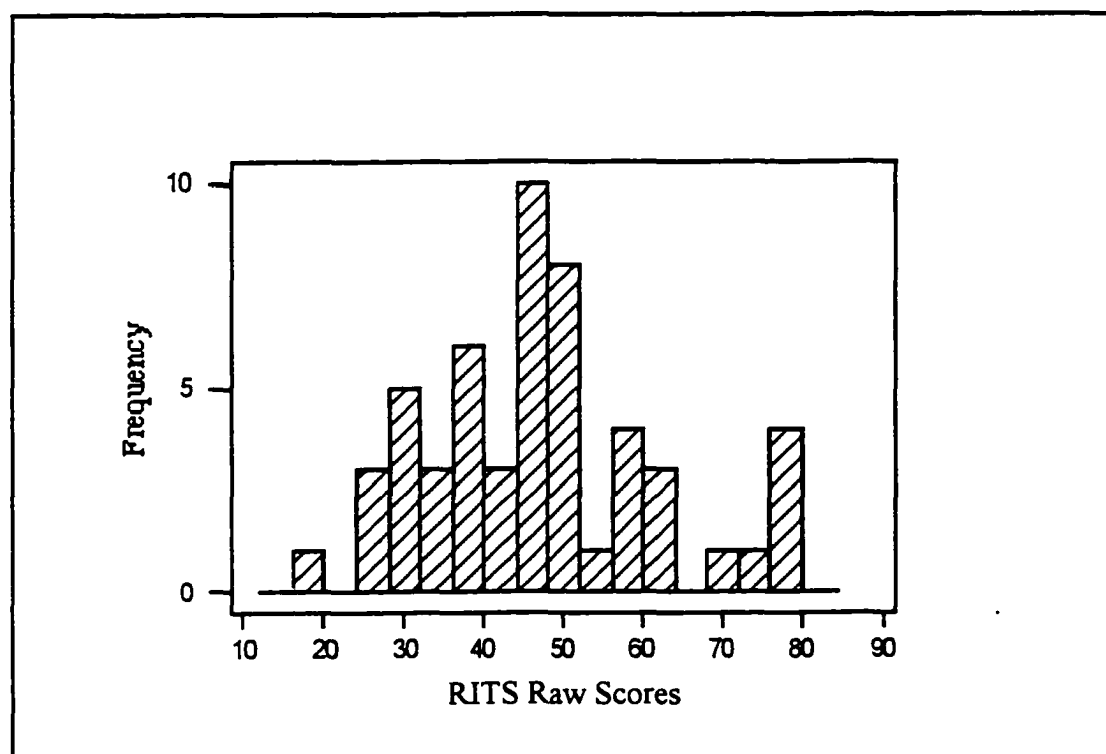
Figure 6. Blue Ribbon Teachers' Raw Scores on the RITS



Non-Blue Ribbon teacher's responses on the Revised Individual Tendency Scale (RITS) are shown in Figure 7. Descriptive analysis reveals that the scores range from a minimum of 18 to a maximum of 79. The median was calculated to be 45. The Anderson-Darling Normality Test shows the RITS scores of the Non-Blue Ribbon teacher sample are not normally

distributed. The sample mean was calculated to be 46.642, and the population mean, $p \leq .05$, is predicted to be between 42.596 and 50.687.

Figure 7. Non-Blue Ribbon Teachers' Raw Scores on the RITS



Testing of Hypotheses

This part of the study is based on the hypotheses outlined in Chapter Three. The results of the statistical testing are as follows.

Null Hypothesis 1

There is no statistical significance between Blue Ribbon and Non-Blue Ribbon teacher's ratings of their principals as transformational leaders.

Follow-up analysis of the Blue Ribbon and Non-Blue Ribbon teachers' ratings of principals utilized the nonparametric Mann-Whitney Confidence Interval and Test. This test is used to examine differences between independent groups. The median for the Blue Ribbon principal ratings was calculated to be 251.50, and the median for the Non-Blue Ribbon principal ratings was 236.00. This analysis shows that the difference between the two groups is statistically significant, $p=0.02$, adjusted for ties. Based on this calculation, H_0 is rejected and the H_a , that Blue Ribbon teachers rated their principals higher than the Non-Blue Ribbon teachers rated their principals, is accepted.

Null Hypothesis 2

There is no statistically significant difference between the self ratings of Blue Ribbon and Non-Blue Ribbon principals on The Nature of Leadership Survey.

In follow-up analysis, comparison of these distributions using the Mann-Whitney Confidence Interval and Test calculated a median of 275.50 for the Blue Ribbon sample and a median of 247.00 for the Non-Blue Ribbon sample. The test indicated a statistically significant difference

between the Blue Ribbon and Non-Blue Ribbon sample populations ($p \leq .05$, adjusted for ties). These results support the rejection of the null hypothesis.

Null Hypothesis 3

There is no statistically significant difference between Blue Ribbon and Non-Blue Ribbon teachers' tendency to take risks.

Again, H_0 3 was tested using the Mann-Whitney Test. The median for the 84 Blue Ribbon teachers was 49.5, and the median for the 53 Non-Blue Ribbon teachers was 45. The test confirms statistical significance at $p=0.0394$ (adjusted for ties). Null Hypothesis 3 is rejected in favor of the alternative.

Null Hypothesis 4

This hypothesis flowed from the multivariate research question that sought an answer to, "Is there a relationship between transformational leadership and teachers' tendency to take risks?" H_0 4 is:

There is no statistically significant relationship between teachers' scores on The Nature of Leadership Survey and their tendency to take risks.

The raw scores of Blue Ribbon teachers from The Nature of Leadership Survey (NLS) and the Revised Individual Tendency Scale (RITS) were compared using the Pearson r test. A Pearson r value was calculated to be

0.053 (83 d.f.), indicating almost no correlation between the two sets of scores.

Using the variable of principal tenure, the Blue Ribbon teachers' scores on the NLS and RITS were sorted into categories of schools where the principal had a tenure of less than one year, a tenure of one to five years, and a tenure of six years or more. On the second category, principals that had a tenure from one full year to five years, the researcher calculated a Pearson r of 0.452 between the Blue Ribbon teachers' scores on the NLS and RITS. This is a statistically significant correlation ($p \leq .05$, 25 d.f.). Given the small sample size, the nonparametric Spearman Rho Test was used for follow-up investigation, and a statistically significant correlation coefficient of 0.459 was calculated ($p \leq .05$, 25 d.f.). Based on this finding the researcher concluded that Null Hypothesis 4 should be accepted in part and rejected in part. Further analysis showed the square of the Pearson r equals 0.204, and it can therefore be concluded that 20.4% of the variation in the Blue Ribbon teachers' scores on the Revised Individual Tendency Scale (the dependent variable) can be attributed to the variation in the teacher's rating of the principal on The Nature of Leadership Survey (the independent variable).

In the Non-Blue Ribbon sample analysis conducted to explore the relationship of teachers' ratings of their principals on the NLS and their scores on the RITS was conducted in the exact manner as with the Blue Ribbon sample. The results were that no statistically significant correlation

was found between the independent and dependent variable, and no statistically significant correlations were found after dissaggregating the data on either the demographic variables of the Non-Blue Ribbon teachers or the Non-Blue Ribbon school principals.

Null Hypothesis 5a, 5b, 5c, 5e, and 5f

Research Question Five queried, “Is there a statistically significant difference between a teacher’s perception of the degree of transformational leadership practices of the principal and/or the teacher’s tendency to take risks and the intervening variables?” That question was answered through investigation of the following set of null hypotheses. Null Hypothesis 5d will be examined separately.

5. There is no statistically significant difference in a:
 - a. teacher’s age and their perception of the degree of transformational leadership practices of the principal or their tendency to take risks;
 - b. teacher’s gender and their perception of the degree of transformational leadership practices of the principal or their tendency to take risks;
 - c. teacher’s teaching experience and their perception of the degree of transformational leadership practices of the principal or their tendency to take risks;
 - e. teacher’s grade taught and their perception of the degree of

transformational leadership practices of the principal or their tendency to take risks;

f. teacher's level of education and their perception of the degree of transformational leadership practices of the principal or their tendency to take risks.

Follow-up analysis on these hypotheses was done by disaggregating the Blue Ribbon and Non-Blue Ribbon teachers' scores on the above measures by sorting them according to categories within the intervening variables. No statistically significant correlations were found based on ANOVA or Kruskal-Wallis testing. Null hypotheses 5a, 5b, 5c, 5e, and 5f were accepted.

Null Hypothesis 5d

This area of analysis between the intervening variables and the independent or dependent variable investigated teacher tenure and scores on the Revised Individual Tendency Scale (RITS). Null hypothesis 5d stated that:

5d. There is no statistically significant difference between a teacher's tenure in the present school and their perception of the degree of transformational leadership practices of the principal or their tendency to take risks;

No statistically significant findings resulted from analysis which compared teacher tenure and the teacher's rating of the principal on the

transformational leadership survey. Two categories of tenure were created to aid this analysis: Less than one year to five years, and six years or more.

Regarding teacher tendency to take risks, One-Way ANOVA results for the Blue Ribbon sample, presented in Table 18, were that the mean score of 50.11 for teachers in the less than one year to five year group did not differ significantly from the mean score of 52.28 for teachers in the more than six year group, $F(1,76) = 0.47$, $p \leq .05$.

Table 18

Analysis of Variance for Blue Ribbon Teachers Tendency to Take Risks

Level	N	Mean	StDev	-----+-----+-----+-----
<1 year to 5 years	28	50.11	13.99	(-----*-----)
6 or more years	50	52.28	13.09	(-----*-----)
				-----+-----+-----+-----
Pooled StDev = 13.42				48.0 51.0 54.0
Note: $F(1,76) = 0.47$, $p \leq .05$				

Using the above categories, the Non-Blue Ribbon sample was examined. Since the assumptions of normality cannot be held for this sample, the nonparametric statistic of choice was the Kruskal-Wallis Test. The results are displayed in Table 19, and indicate that the difference in the median for the teachers with a tenure in the present school of from less than one year to five years (43.50) is statistically significant in comparison

to the median difference for teachers in the greater-than-six-year tenure category [$H(53,1) = 8.90$, $p \leq .05$].

Null-hypothesis 5d was accepted for Blue Ribbon teacher tenure and scores on the transformational leadership survey but rejected for Non-Blue Ribbon teacher tenure and tendency to take risks.

Table 19

Kruskal-Wallis Test of Non-Blue Ribbon Teachers' Scores on the RITS and Teacher Tenure

Level	N	Median	Ave. Rank	Z Value
<1 to 5 years	38	48.50	31.0	2.98
6 years or more	15	34.00	16.9	-2.98
OVERALL	53		27.0	

Note. $H = 8.90$, d.f. = 1, $p = 0.003$ (adjusted for ties)

Null Hypothesis 6a

There is no statistically significant difference between a teacher's perception of the degree of transformational leadership practices of the principal and the principal's age.

Results of ANOVA testing on the Blue Ribbon and Non-Blue Ribbon groups indicated no statistically significant differences between the factors of age and teachers' ratings of principals: null hypothesis 6a was accepted.

Null Hypothesis 6b

There is no statistically significant difference between a teacher's perception of the degree of transformational leadership practices of the principal and the principal's tenure at the present school.

Analysis of variance results showed that there was no significant difference between teachers' ratings of principals as transformational leaders and the principals' tenure in the school. The null hypothesis was accepted.

Hypothesis 6c

There is no statistical significance between a teacher's perception of the degree of transformational leadership practices of the principal and the principal's gender.

Analysis was done using a two by two One-Way ANOVA. The results are shown in Table 20. The mean score for females (260.16) was significantly greater than the mean score for males (233.10), $F(1,83) = 14.53, p \leq .05$. Based on these results, the null-hypothesis was rejected. The same query was made regarding the Non-Blue Ribbon sample, but in this case, the null-hypothesis was retained.

Table 20

ANOVA of Blue Ribbon Teachers' Scores on the NLS and Principal's Gender

Level	N	Mean	StDev	---+-----+-----+-----+---
Females	55	260.16	29.05	(----*----)
Males	29	233.10	34.28	(-----*-----)
				---+-----+-----+-----+---
Pooled StDev =	30.93			225 240 255 270

Summary of Quantitative Findings

Based on the findings of this study, the following summary is provided. An overview of the Blue Ribbon and Non-Blue Ribbon demographic profile will be followed by a synopsis of the findings of the quantitative investigation.

The demographic profile of the Blue Ribbon and Non-Blue Ribbon principals indicates several key discoveries. First, both groups are characterized by a majority of principals who are 51 years of age or older. This not only indicates a group of very experienced individuals, it also indicates much administrative change will occur in these schools in the

coming few years as these people retire. The majority of principals in both groups had graduate degrees, but Blue Ribbon principals had almost equal numbers of individuals with Master's Degrees and Doctoral Degrees, whereas 80% of Non-Blue Ribbon school principals held Master's Degrees. Non-Blue Ribbon school principals had both less and more administrative experience than Blue Ribbon school principals, although more Blue Ribbon principals had from 3 to 15 years of administrative experience. Approximately 45% of each group of principals had been in their present schools for 6 to 10 years, but 20% of the Blue Ribbon group had less than two years of tenure while only 10% of the Non-Blue Ribbon principals were in this category. Last, 18 of 30 Blue Ribbon principals were female, whereas the vast majority of Non-Blue Ribbon principals (16 of 20) were male.

The Blue Ribbon and Non-Blue Ribbon teachers' groups had some notable similarities and differences. The similarities were that the greatest number of teachers in both samples were in the 41 to 50 year old category, were predominantly female (over 80% in both instances), and had from 15 to 25 years of experience. The differences were that most Blue Ribbon teachers (29.5%) had been in their present school for more than 6 years. Non-Blue Ribbon teachers tended to have less tenure, with almost 40% in the 3 to 5 year tenure category, and an additional 34% with less than 1 year to 2 years of tenure. Most Blue Ribbon respondents were Grade 3 or 4 teachers and most Non-Blue Ribbon respondents were Grade 6 to 8

teachers. Finally, over 68% of Blue Ribbon teachers held Master's Degrees, whereas about 28% of Non-Blue Ribbon teachers held Master's Degrees and over 70% had either a Bachelor's Degree or some college experience.

The quantitative investigation resulted in the following findings:

1. Based on teacher scores from The Nature of Leadership Survey, Blue Ribbon teachers rated their principals higher as transformational leaders than did Non-Blue Ribbon School teachers.
2. Principals in Blue Ribbon schools ranked themselves higher as transformational leaders than did the principals in the Non-Blue Ribbon school sample.
3. Teachers in Blue Ribbon schools, as indicated by the results on the Revised Individual Tendency Scale, rate higher on a continuum of risk taking tendency, than do the teachers in the Non-Blue Ribbon school sample.
4. There is no statistically significant correlation between the aggregated raw scores of teachers' rankings of their principals as transformational leaders and their tendency for risk taking in Blue Ribbon or in Non-Blue Ribbon schools. However, teachers in Blue Ribbon schools demonstrate a positive correlation between their ratings of those principals as transformational leaders who have had a tenure in the school of one full year to five years, and their degree of risk taking tendency.

5. Teachers (regardless of their gender) in Blue Ribbon schools ranked female principals higher on The Nature of School Leadership Survey, than male principals.
6. Teachers in Blue Ribbon schools, with a tenure of from less than 1 year to 5 years, are not more likely to have a higher risk taking tendency than fellow teachers who have a tenure of more than 6 years. Teachers in Non-Blue Ribbon schools, however, are more likely to have a higher risk taking tendency, if their tenure is from less than 1 to 5 years, than their colleagues who have a tenure of more than 6 years.

Chapter Five

Summary, Conclusions and Recommendations

Introduction

Considerable research suggests that risk taking is highly associated with learning. Indeed, when I consider my own most profound learning experiences, I find that they were occasions when I was out on a limb, where the boat was heeling and water coming over the gunwales. Learning seldom comes from passively, safely sitting still in the water with the sails flapping. (Barth, 1990, p. 164)

The purpose of this descriptive study was to explore the relationship between transformational leadership and teachers' tendency toward risk taking through quantitative research design and analysis. As Barth notes, learning will not occur without risk taking, nor without educational leaders - principals, assistant/vice principals, and teachers - who are willing to model risk taking for each other and for their students. Since typically 80% of a school board's budget is spent on teacher salaries (Rebore, 1995), educational leaders cannot afford to ignore the type of leadership that will maximize the opportunities that support teacher learning and that sustain teacher vibrancy and commitment to personal and professional growth. More important than financial concerns, educational leaders must provide the leadership and conditions necessary to support teachers' attainment of self-actualization. Without this goal, it will be impossible to maximize the

potential of teachers or maintain a vibrant and motivated work force (Herzberg, 1976; Maslow, 1954). This study undertook to examine the type of leadership necessary to support risk taking, and the relationship that one type of leadership has with teachers' tendency to take risks.

In this final chapter of the study, a summary will focus on an explanation of the findings which describe this relationship before conclusions are drawn and recommendations are presented.

Summary

The Nature of Leadership Survey and a Description of Blue Ribbon and Non-Blue Ribbon Teachers' Responses

In Chapter Two, a theoretical framework was established which supports the view that transformational leadership is the type of leadership that is necessary in schools to affect the changes required that will keep schools on the cusp of effectiveness. Figure 3 illustrates how transformational leadership, as proposed by Jantzi and Leithwood (1996) compliments, and provides a benchmark for, the theories of leadership of Senge, Sergiovanni, Barth, and Deming. The U. S. Department of Education Blue Ribbon Schools Program, provided a group of externally validated schools predicated upon strong visionary leadership, a sense of shared purpose, and a school climate that is conducive to effective teaching

and teacher growth. The statistically significant finding that Blue Ribbon teachers rated their principals higher on The Nature of Leadership Survey than did Non-Blue Ribbon teachers validates the leadership component of the selection process. Yukl (1989) found that transformational leadership motivates employees and increases commitment leading to a level of effort that is required for significant change. Schools selected for the Blue Ribbon School Award must show a commitment to school improvement. Given this fact, the findings of this study seems to compliment Yukl's research in that the evidence of higher ratings of Blue Ribbon principals as transformational leaders could be seen as a prerequisite for the level of commitment that teachers need in order to continuously learn and implement change.

Blue Ribbon and Non-Blue Ribbon Principals' Responses to The Nature of Leadership Survey (NLS)

As noted by Leithwood (1994), "Transformational effects depend on school leaders infusing day-to-day routines with meaning and purpose for themselves and their colleagues" (p. 515). Sergiovanni (1992) refers to this "infusing of meaning and purpose" as moral leadership, whereby educational leaders base their authority on moral grounds, or ". . . the form of obligations and duties derived from widely shared values, ideas, and ideals" (p. 31). Such an infusion of meaning in the practice of

transformational school leadership is reflected in two constructs, namely, identifying and articulating a vision, and fostering acceptance of group goals. An example from the NLS of a question from these constructs, listed respectively, are Question 1 and Question 18: “Excites teachers with a vision of what they may be able to accomplish if they work together to change their practices/programs”; and “Ensures that teachers have adequate involvement in decision making related to programs and instruction.” Blue Ribbon principals’ responses on the NLS highly rated questions like these which may be an indication of the approach that they take in their day-to-day practice of leadership: an approach which differs from that taken by Non-Blue Ribbon principals.

Another possible explanation for the difference in the two groups of principals’ scores on the NLS could be attributed to a type of Hawthorne Effect. Since principals in Blue Ribbon Schools are aware that their schools are often selected as sites for research studies, they may have unrealistically high opinions of themselves as educational leaders. Teachers in the Blue Ribbon school group did rate the principal lower on the NLS, but the significantly higher teacher ratings of Blue Ribbon principals, as compared to the Non-Blue Ribbon teachers’ ratings of their principals, does not support the view that only the principal highly views him or herself as a transformational leader: teachers confirm this view in their responses on the same instrument.

When comparing the level of education of Blue Ribbon to Non-Blue

Ribbon principals, approximately 53%(16/30) of Blue Ribbon principals have Master's Degrees, and 47%(14/30) have Doctoral Degrees, whereas 80%(16/20) of the Non-Blue Ribbon principal group have Master's Degrees and 15%(3/20) have Doctoral Degrees. It is possible, therefore, that more Blue Ribbon principals have been exposed to the transformational theories of leadership, and espouse the ideas associated with this approach thereby accounting for the greater cumulative scores on the NLS.

The Comparison of Blue Ribbon and Non-Blue Ribbon Teachers' Tendencies to Take Risks

As indicated in the selection criteria for the Blue Ribbon School Awards Program, teachers are expected to 1) be excellent teachers, 2) participate in leadership, and 3) approach their practice of teaching with innovation and a "can do" attitude toward problem-solving, preferring to view "problems" as "opportunities" (U.S. Department of Education, 1994). With such emphasis in the selection process on innovation, and the resulting administrator expectations of teachers, risk taking would be a phenomenon not unfamiliar to Blue Ribbon school teachers.

In the literature on transformational leadership theories, this emphasis on risk taking is reflected in a variety of theorist's views. Senge (1990), for instance, talks about continually expanding the capacity of

organizational members to create the desired results, fostering new and expansive patterns of thinking, and setting collective aspiration free. Sergiovanni (1992, 1996) espouses the idea of the school as community where there is a covenant of shared values, a commitment to exemplary practice and a caring ethic, and where individuals are free to take what ever initiatives are necessary to make things work. The centrality of “a community of learners” is reflected in Barth’s (1990) writing, and in his call for teachers to engage in risk taking together through joint planning, designing, researching and evaluating the curriculum. The idea of the teacher as a professional learner and the principal as the head learner elevate the importance of risk taking in such communities. Last, Deming’s (1986) view of organizations as systems and the concomitant goals (among others) of teamwork, constancy of improvement, and encouragement of innovation and risk taking support the view that risk taking is an imperative process in the transformation of organizations. The call of theorists to promote risk taking on the part of organizational members, particularly teachers, seems to be supported by the findings of this study as indicated in the higher mean difference of scores between Blue Ribbon and Non-Blue Ribbon teachers on the Revised Individual Tendency Scale (RITS).

The RITS mean scores of the Blue Ribbon teachers (51.560) and Non-Blue Ribbon teachers (46.462) fall into the risk taking tendency category of “Moderate Risk Taking.” Moore and Gergen (1988)

characterize this risk taking tendency as one which focuses about equally on potential loss and potential gain. Such individuals carefully weigh alternatives and are likely to collect large amounts of data regarding the risk in question, and are more likely to base their risk taking decisions on information rather than on personal preference or emotion. The findings of this study indicate 71 out of 84, or 85%, of the Blue Ribbon teachers are either in the Moderate Risk Taking category or Moderately High Risk Taking category, whereas about 33 out of 53, or 62% of the Non-Blue Ribbon teachers were in these categories.

About 26% (22 out of 84) of the Blue Ribbon teachers and 15% (8 out of 53) of the Non-Blue Ribbon teachers scores on the RITS indicated they were in the Moderately High Risk Taking category. Individuals in this category focus more on potential gain than on the potential loss of a given risk. Individual actions are planned and purposeful and they base risk taking decisions less on data and more on intuition or emotion. These individuals, according to Moore and Gergen (1988), “tend to be visionary and action oriented, and to have faith in their abilities to solve unanticipated problems” (p. 7). No teachers in either the Blue Ribbon or Non-Blue Ribbon groups were in the High Risk Taking category.

Perhaps a more important finding regarding teachers’ tendency to take risks is indicated by the number of teachers in the two samples that fall into the Low and Moderately Low Risk Taking Tendency categories. Almost 38%, or 20 out of 53 Non-Blue Ribbon teachers, as indicated by

their scores on the RITS, would be considered to be low or moderately low risk takers. In comparison to the Blue Ribbon sample, 13 out of 84, or about 15%, of these teachers are low or moderately low risk takers. These findings are important given the characteristics of individuals with low or moderately low risk taking tendencies. People who score in these categories tend to focus almost entirely on the potential loss that might result from taking any risk. As Moore and Gergen (1988) discovered, there is a desire on the part of these individuals to protect what they have, to worry about creating a worse situation, and to generally maintain the status quo. Even when given information that indicates a positive outcome of a risk, these individuals require much assistance, support, and assurance before they will be willing to risk a change.

The Correlation of Transformational Leadership and Teachers' Tendency to Take Risks

The calculation of a Pearson r for the Blue Ribbon and Non-Blue Ribbon teachers' scores on the NLS and RITS were 0.053 and -0.076, respectively. This does not mean that the teachers' perception of the degree of transformational leadership actions of principals, like provision of necessary resources for change, modeling of risk taking, and developing collaborative goal structures, are not related to the teachers' tendency to take risks nor affected by such leader actions. This is so for several

reasons. First, according to Moore and Gergen (1988), there are four structural and cultural factors and three individual tendency factors that influence risk taking. With such a variety of influences on the individual's tendency to take risks, and with such a diverse sample of teachers from within the populations, as indicated by the background and demographic data, it is plausible that this relationship can be masked until the data is disaggregated. This would be one explanation why a strong correlation was found between the independent and dependent variables when data were sorted according to Blue Ribbon principal tenure. Second, this research did not take into account teachers' past experience with change. With all the restructuring initiatives that have occurred throughout the United States since A Nation At Risk was published in 1983, it is reasonable to expect that some teachers in both samples have had negative experiences with change. This would mean that these teachers may have been risk takers at heart, but have been steered from such a course by either working for organizations that did not encourage nor reward risk taking, or having a school administrator who did not demonstrate leader actions that would support risk taking. As a result of these experiences, teachers could have shown a high rating of principals as transformational leaders, yet scored in the low or moderately low risk taking tendency categories. In fact, this confirms earlier research by Moore and Gergen (1988) which indicated that the perception of the degree to which an organization supports risk risk taking will affect the willingness of workers

to take risks. Last, it is possible that some teachers might remain committed to being risk takers through sheer stubbornness regardless of the way that they would perceive the principal as a transformational leader. Such examples as these could contribute to an erroneous view that a correlation does not exist between transformational leader actions and teachers' risk taking tendencies.

The Correlation of Blue Ribbon Teachers' Ratings of Principals as Transformational Leaders With One to Five Years of Tenure and Their Scores on the Revised Individual Tendency Scale

Recall that a statistically significant correlation was calculated between Blue Ribbon teacher's tendency to take risks and their perception of the degree of transformational leadership of principals with tenure from one full year to five years. This finding may indicate that getting to know the principal has an impact on teachers' tendency to take risks. For example, no significant correlation was found between teacher's tendency to take risks and their perception of the degree of transformational leadership of principals who had less than one year of tenure in the school. This may indicate that teachers require a period of time to develop a level of trust with their principal before they are willing to take any risks. Current research by Jantzi and Leithwood (1996) and Macmillan (1995) support this view in that perceptions of leadership depend on opportunities

teachers have to work with the leader and to have experiences of leader practices. Jantzi and Leithwood state that

. . . policies and practices that move principals from school to school every several years are a case in point. Such movement minimizes or eliminates the potentially powerful contribution of principals to school effects because teachers find ways to marginalize the influence of school administrators on their professional lives and culture. (1996, p. 531)

Given the finding of this study regarding principal tenure and the correlation of teachers' tendency to take risks and their perception of the principal as a transformational leader, and in light of the current research, in order to facilitate teacher risk taking it is important for principals to optimize the length of their tenure in a school.

Blue Ribbon Teachers' Ratings of Male and Female Principals

Teachers in Blue Ribbon schools, regardless of their gender, rated 18 female principals higher as transformational leaders than 12 male principals as indicated by their summative scores on The Nature of Leadership Survey. The mean difference of the female versus male scores was statistically significant. Comparative data were not available from the Non-Blue Ribbon sample since only 4 out of 20 principals were female. The danger in any discussion of gender differences is the development of

stereotypical “labels” or promulgation of prejudicial views. This finding should not be interpreted, therefore, to be a signal that women are “better” educational leaders than men. It may mean, however, that female principals show a proclivity to operationalize or enact some of the dimensions of transformational leader practice which are not as readily exhibited by male principals. This may be particularly true regarding the transformational leadership dimensions of fostering the acceptance of group goals and providing individualized support. This finding should not be interpreted to mean that, *in toto*, women principals are greater transformational leaders than men. The following discussion will examine this finding in light of current research.

Fostering acceptance of group goals is a dimension of transformational leadership that refers to behavior on the part of the leader aimed at promoting cooperation among staff, developing participative decision making, and assisting the staff to work together toward common goals. A recent study by Young (1993) of 195 elementary school principals in Alberta, Canada examined the extent of staff collaboration in 18 curriculum development tasks. This study showed that collaboration was greater in schools with female principals regardless of the principal’s age, experience, or number of years in the present principalship. An earlier study by Eagly (1992) reviewed 50 studies comparing the leadership styles of public school principals, and found some evidence for gender differences. Female principals scored higher than males on task-oriented

style measures but about the same on interpersonally-oriented style measures. A conclusion of this study was that females generally adopted a more democratic or participative style, compared to males. The findings of the Young and Eagly studies could at least partially account for the higher ratings of female principals as transformational leaders given the relation of promoting collaboration and adopting a participative leadership style to the dimensions of transformational leadership.

Another dimension of transformational leadership is that of providing individualized support. This refers to leader actions that show respect for staff members and a concern about their personal feelings and needs. Research by Hutton and Gougeon (1993) found that male and female teachers perceived female principals as communicating their authentic values and verbal expressions of expectations more than male principals. Principal gender affected teachers' perceptions more than teacher gender - a finding consistent with this study. All teachers in Hutton and Gougeon's study perceived that female principals paid more positive and negative attention to their teachers' work. The increased amount of principal attention was linked to teacher feelings of closeness to the principal, and perceptions of principal effectiveness.

It is not safe to assume that the differences between teacher ratings of male and female principals found in this study could result from power differences evident in the speech of men and women. Liska (1992) for example, explains that perceptions of dominance or submissiveness based

upon communication are dependent on numerous factors like culture, the context of the communication, and goals of the communicator, rather than being attributed only to female patterns of speaking.

As alluded to above, there is a danger in identifying patterns of similar behavior among members of a group and then generalizing this information to include all of its members. Generalizations capture similarities, but also obscure differences. Dividing men and women into categories on any issue is one of these examples. The writer agrees, however, with Tannen's (1990) call to join the dialogue on such issues as gender and language because "the risk of ignoring [gender] differences is greater than the risk of naming them" (p. 16). In light of the finding of this study regarding teacher perception of gender differences in the degree of transformational leadership of Blue Ribbon principals, prudent educational leaders will study gender differences to learn from them and adjust their actions accordingly for the purpose of being more effective in working with both men and women.

Teacher Tenure and Tendency of Non-Blue Ribbon Teachers to Take Risks

The finding that Non-Blue Ribbon teachers with one full year to five years of tenure have a higher tendency to take risks than either the teachers in the less than one year category or more than six year category is important for several reasons. First, teachers with less than one year of

tenure may be unsure of themselves, they may not know the individuals with whom they work, nor understand the culture of the school in which they teach. Second, teachers in the more than six year category may have achieved a plateau in their ability to take risks given the familiarity of the surroundings, or from being tired of working with the same colleagues. From analysis of One-Way ANOVA findings, it appears that teachers' tendency to take risks drops sharply after six years of tenure. This may be an indication that teacher tenure in a school must also be optimized. The old saying that "change is as good as a rest" may apply here - and it is possible that experiencing a new way of doing things in new surroundings with new colleagues may stimulate motivation and risk taking.

Conclusions

The primary objective of this study was to examine the theory of effective educational leader actions which compare a transformational practice of leadership to teachers' tendency to take risks. Analysis of data and hypothesis testing led to the following conclusions:

1. The findings of this study provide empirical support which validates transformational leadership and related current theories on leadership by such authors as Barth, Deming, Senge, and Sergiovanni.

This study provides empirical research that links current theory of leadership with the practice of educational leaders in schools recognized by

an external group of experts to be on the cusp of effectiveness. The link in the writings of theorists like Barth, Deming, Senge and Sergiovanni to the theory of transformational leadership was shown in the review of the current literature. Support for these theories comes from the teachers and principals of Blue Ribbon Schools whose responses on The Nature of Leadership Survey indicated high regard for leader actions that operationalize these theories.

2. Principals of Blue Ribbon Schools approach their work differently than Principals in the Non-Blue Ribbon School Sample.

Blue Ribbon principals are more likely to operationalize the actions of a transformational leader, as indicated by both teachers' and their own self ratings, than principals in the Non-Blue Ribbon comparison group. This is indicative that principals of Blue Ribbon Schools place a higher priority on practices associated with transformational leadership like identifying and articulating a vision, fostering the acceptance of group goals, supplying individualized support, providing intellectual stimulation, demonstrating an appropriate model, and holding high performance expectations than principals in the Non-Blue Ribbon sample.

3. Teachers in Blue Ribbon Schools are more likely to have a higher risk taking tendency than teachers in the Non-Blue Ribbon School sample.

Quantitative analysis showed a statistically significant difference between the higher scores of Blue Ribbon teachers on the Revised Individual Tendency Scale and the lower scores of Non-Blue Ribbon

teachers. It is also important to note that 85% of Blue Ribbon teachers were in the moderate to moderately high risk taking tendency categories, whereas only 62% of Non-Blue Ribbon teachers were in these categories. This finding has impact on the likelihood that Blue Ribbon teachers would respond to implementation of change stemming from application of current research into improvement of instruction and learning more favorably than the comparison group.

4. In Blue Ribbon Schools, the tenure of the principal seems to affect the degree to which teachers' perceive the principal to be a transformational leader. Teachers' perception of the principal as a transformational leader is positively related to the teachers' tendency to take risks.

In Blue Ribbon Schools, where the principal had a tenure from one full year to five years, teachers' rating of the principal as a transformational leader was positively correlated with the teacher's tendency to take risks. In Chapter Three it was noted that, given a finding in this study of a statistically significant correlation between teachers' perceptions of the principal as a transformational leader and their tendency to take risks, the results would be submitted to an effect size test. The effect size conditions were that, given statistical significance, at least 25% of the Blue Ribbon teacher sample would have to be at or above a raw score on the RITS of 41, since this is the beginning point at which teachers are considered to be moderate risk takers. In fact, the findings show that

85% of the teachers in the Blue Ribbon sample were at or above a score of 41 on the RITS.

5. In Blue Ribbon Schools teachers are more likely to rate female principals higher on their degree of transformational leadership practices than males.

This may mean that female principals have a proclivity for at least two dimensions of transformational leadership: fostering the acceptance of group goals and providing individualized support. The researcher believes that one would be taking license with the findings of this study by concluding this to mean that female principals are more effective educational leaders than males.

6. Teachers in the Non-Blue Ribbon School sample with a tenure from less than one year to five years are more likely to have a higher risk taking tendency than teachers who have a tenure of more than six years.

Data analysis indicates that teacher tendency to take risks declines after six years of tenure in a school. This may be due to two factors: First, the lack of administrator support for risk taking may contribute to teacher fear of change and preference for maintenance of the status quo. Second, it may indicate that a change in assignment (teaching a different grade or subject area) or transferring to a new school after this critical five year period may facilitate risk taking.

Recommendations

Recommendations of two types conclude this study. The first category is comprised of recommendations for further study which would expand and complement the findings of the study. The second category has a pragmatic focus: to provide recommendations for the consideration of educational leaders in practice to address the implications of these conclusions.

Recommendations for Further Study

A number of recommendations for further research were illuminated during the course of this study. They are listed as follows:

- Research into the relationship between teachers' tendency to take risks and student learning;
- Research into the organizational supports that are perceived by teachers to promote risk taking;
- Research into the organizational supports that positively or negatively affect teacher risk taking;
- Research into the optimum number of years for principals to serve in any given school;
- Research into the optimum number of years for teachers to serve in any given school;

- Research into gender differences among principals on dimensions of transformational leadership;
- Research into the dimensions of transformational leadership which are most influential on teachers' tendency to take risk;
- A longitudinal study of the continuing effects of teachers' tendency to take risks on teacher motivation and burnout;
- A longitudinal study of the effects of transformational leadership on incidents of marginal teaching;
- A longitudinal study to determine the long-term quality of performance of Blue Ribbon teachers: is quality of performance sustained?
- Qualitative research which explores teacher and administrator experiences with risk taking;
- Qualitative research which explores administrator experiences in following transformational leadership practices.

Recommendations for Professional Practice

There are several recommendations that exude from this study and which have implications for current theory and professional practice in education.

First, a challenge is made to all educational leaders to remain life-long learners and students of leadership. The concept of transformational

leadership, as outlined in this study, provides much food-for-educational-leader-thought. Ways of enacting the dimensions of transformational leadership require discussion and action research on the part of educational leaders. Some people may be born with a predisposition that enables them to lead, but, effective educational leaders are developed. One way to enhance this development is to remain a student of leadership.

Educational leaders are encouraged to apply the theory of transformational leadership, and operationalize the recommendations of research such as those provided here. This does not mean one can follow a scripted pattern for leading in schools. Rather, it means that school administrators need to act consistently within the broad overarching principles of transformational leadership in their day-to-day duties.

This research also has implications for current educational theorists. Although there seems to be ample supply of books on the subject of school leadership written for an administrative audience, books that focus on the teacher's role in leadership - and especially transformational leadership - are in short supply, if there are any. Involving teachers in the discussion of leadership practices, providing suggestions on being transformational leaders for teachers' consideration which can be applied in the classroom and school, and supplying a "user friendly" summary of why this is important in light of current research findings will be beneficial for and welcomed by teachers.

This, and other studies (Hutton and Gougeon, 1993) have shown the importance that demonstrating communication of interest in teachers' lives has for educational leaders. Showing genuine interest in the lives of teachers -- both in and outside of the school -- builds trusting relationships. Giddens (1990) showed that there is a reciprocal relation between trust and risk. Trust will be enhanced as educational leaders show an appreciation and value for the whole person in working with others.

This study suggests that educational leaders should model risk taking. One way to do this is to commit to learning something new. Fullan and Hargreaves (1992) suggest that principals should engage in learning activities outside the school that connect them with the broader community. Visiting other schools, participating in collaborative projects with other principals, spending time in the community, engaging in professional reading, sharing results of action research with other educational leaders at conferences or symposiums, learning a recreational pursuit and sharing that with teachers and students in your school, are some ways that principals can demonstrate they are risk takers, too.

Educational leaders should strive to move teachers into the Moderately High Risk Taking Tendency category, for individuals in this category tend to be more open to risks and approach change with cautious optimism. Without unfairly labeling teachers, leaders can determine who are low risk takers on their faculties. Inviting teachers who are not risk takers to identify a small change that could be made - one that is

manageable in their mind- and then seeking to provide them with all the support necessary to make the outcome of the risk positive is one way to start. This suggestion also comes with a warning: don't create room for credibility gaps. If a promise is made to support risk taking, and then the leader leaves the individual to flounder on his or her own, adversaries to risk taking will be multiplied. This can be avoided by following through on promises and establishing structures that focus on the willingness of the individual to attempt something new, and recognize and appropriately award the attempt, even if the resulting risk ends in failure.

Findings of this study indicate that there are gender differences in principals' enactment of transformational leadership as perceived by teachers. Educational leaders will study gender differences to learn from them and adjust their actions accordingly for the purpose of being more effective in working with both men and women. Collaboration among female and male leaders, engaging in peer coaching activities with members of the opposite gender, and discussing successful personal experiences in working with others are some suggestions that prudent educational leaders will follow to enhance their effectiveness and learn from each other.

This study indicates that tenure may have an important part to play in enhancing teachers' willingness to take risks. Optimizing the tenure of principals in a school must be considered by both principals and school system personnel in making decisions about administrative moves.

Principals need to be around long enough in a school for teachers to develop a level of trust and to experience the practices of leaders. An exact amount of time to optimize administrative tenure was beyond the scope of this study, however, examination of the intervening variables suggest a minimum amount of tenure would be in the range of three to six years.

The following recommendation is specific to Blue Ribbon principals. As indicated by teacher demographics, Blue Ribbon schools have a high population of teachers that are risk takers. It is important then, that efforts to nurture and sustain teacher risk taking by providing both symbolic and tangible support be maintained. Practices that facilitate teacher experimentation and foster creativity need to be evident to teachers. Opportunities for leadership within the school may also be motivational for teachers.

Based on the findings of this study regarding teachers with little experience (less than two years) and teachers who are new to a school, it is recommended that leader expectations in terms of additional teacher risk taking be carefully applied and modified in at least the first, and possibly the second, year of tenure. The stress associated with being new to the profession or a school may tax all of these teacher's risk taking abilities. It is further recommended that principals use the first year of working together with new teachers to maximize opportunities which build rapport and trust. Opportunities to encourage and try these teacher's risk taking tendencies will be provided in following years.

Teacher tenure must also be optimized. It may facilitate teacher tendency to take risks if principals can facilitate teacher transfer to another school, as a general rule, after five years in the same building. To facilitate this, educational administrators and central office personnel should explore hiring teachers to a system as opposed to an individual school if at all possible. In small districts, change of teaching assignment may facilitate teacher growth.

It is anticipated that this study will help educational leaders understand the kind of leadership necessary to ensure that teachers will continually learn to improve their art and craft of teaching. This can be accomplished by developing a teaching workforce that is willing and enabled to take the risks necessary for change. In the final analysis, that's what educational leadership is all about: achieving results through others, especially teachers.

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Appendices

Appendix A**World Wide Web Research Home Page**

Welcome to my home page! I have created this site to support my dissertation research called the **Leadership Study**.

My name is David Wipf, and I live in Saskatoon, Saskatchewan, Canada. This is a



picture of me . . .

Saskatchewan is one of Canada's three prairie provinces and its southern border (the 49th parallel) lies next to Montana and North Dakota. For more information about this lovely part of the planet see Where is Northwest Saskatchewan below.

Currently, I am a vice principal in a K-8 school of about 430 students. I am also completing my doctoral studies through the University of Montana. If all goes well, and I am able to obtain the data needed for this study through the mail out survey, I hope to graduate from the program in May of 1998.

If you are visiting this site, you may be one of the principals or teachers from schools in my sample. I have drawn a stratified random sample of fifty-two Blue Ribbons Schools. Respondents in the study are the principal and three randomly selected teachers. I am also asking the principals of the Blue Ribbon school sample to identify a neighbourhood school that is as nearly alike their school as possible (based on size, grade organization, location and socio-economic status). I will use these schools as a comparison group.

If you are a principal of a Blue Ribbon School that has been selected for this study, you may e-mail me the comparison school at the following address:

d.wipf@sk.sympatico.ca

Blue Ribbon schools were chosen as the site for this study since they are schools that are nationally recognized for providing quality education, and they receive this award based on an external validation by a committee of educators.

NEXT PAGE

You can use this page for the following purposes:

1) To contact me by email. To do this click on the Contact Me by Email phrase below

Contact Me by Email

2) If you would like copies of the surveys, please click **HERE**. If you need to mail the completed surveys, please send them by surface mail to :

David Wipf
430 Ball Way
Saskatoon, Saskatchewan
S7K 6E7
Canada

I am grateful for your assistance in returning the completed documents.

3) To find out more about the city of Saskatoon, in which I live. Click on Saskatoon Homepage.

4) To find out more about my geographic location, click on Where is NorthWest Saskatchewan.

RETURN TO HOMEPAGE

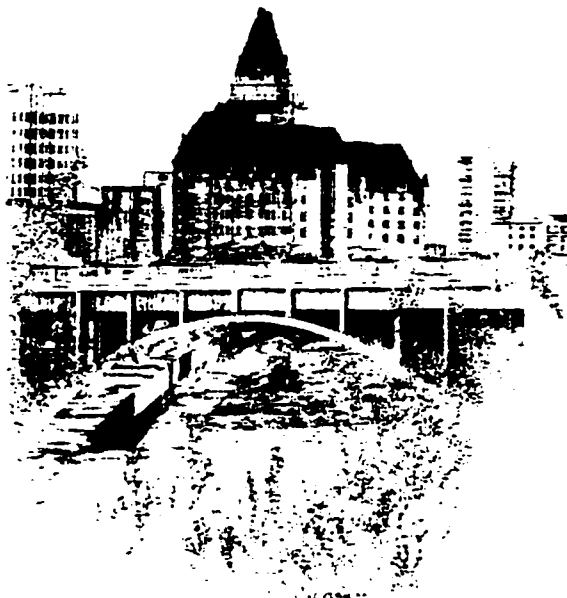
SASKATOON HOMEPAGE

WHERE IS NORTHWEST SASKATCHEWAN?

00015 wonderful people have visited this page!

Appendix B

Post Card Advance Organizer



Saskatoon, Saskatchewan

Dear Principal:

Please use the following space to record the name and address of a school that is in your geographic area and that is similar in size, grade organization (elementary, middle, or high school), and socio-economic status to your own.

School: _____

Principal: _____

Address: _____

City: _____

State: _____

Zip: _____

Please mail this post card as soon as possible.

Your School Name: _____

Thank you!

David Wipf
430 Ball Way
Saskatoon, Saskatchewan
Canada

S7K 6E7

Appendix C

Blue Ribbon Principals' Cover Letter (Page 1 of 2)

February 27, 1998

Dear «Name»:

My name is David Wipf and I am a doctoral student from Canada studying at the University of Montana. I am writing this letter to ask for your help in collecting data for my research. My hope is that with your help I will be able to complete the data collection phase of my research and by May, 1998, meet the requirements for graduation from the Education Doctorate program.

This research is intended to provide a description of school leadership with all its complexities. Teacher and administrator responses will be used to help all who are interested in enhancing the effectiveness of leadership as it is practiced in schools.

The sample for my research is taken from a stratified random group of Blue Ribbon schools and a comparison group of non Blue Ribbon schools. The reason for selection of Blue Ribbon schools is that these schools receive this award partially because of the quality of school leadership and the innovative practice of teachers. My intent is two-fold: to examine the nature of leadership in Blue Ribbon schools, and to describe the degree of teachers' willingness to act when the outcome of their actions is unknown or uncertain.

To assist me, would you please do the following:

1. Complete and mail the enclosed post card with the name of a school that is in the same neighbourhood (or nearly the same) and that is similar to your school in terms of size, grade levels taught, and socioeconomic status. This information can also be electronically mailed to me at my Internet address of d.wipf@sk.sympatico.ca.
2. Distribute the three teacher packages to three randomly selected classroom teachers on your faculty. Please choose these teachers from an alphabetized phone list, and use the following chart to make the selection:

Number of Teachers in Your School:	Select the following teachers on the list:
1-10	2nd, 6th, and 10th
11-20	6th, 14th, and 15th
21-30	1st, 2nd, and 7th
31-50	5th, 11th and 48th
51-60	3rd, 8th, and 33rd
61-70	17th, 18th, and 53rd
71-80	25th, 30th, and 38th
81-90	18th, 55th, and 60th
91-100	47th, 58th, and 81st
>101	66th, 69th and 82nd

Appendix B - Blue Ribbon Principals' Cover Letter (Page 2 of 2)

Please do not select teachers that are assigned to special education programs, support staff such as counselors or education psychologists, or teachers who do not teach full time. Should one of these teachers be selected, please go to the next person on the phone list.

3. Complete the enclosed Administrator Survey. Please do not bend, fold, or staple the survey.

4. Gather the teacher surveys, put them in the self-addressed envelope with your survey, and mail them at your earliest convenience. It would be very helpful if these steps could be completed within one week of receiving this package.

If you have further questions about this research, please feel welcome to contact my research home page on the Internet. It can provide you with answers to some of your questions, and will also allow you to e-mail me should you need any help with the above instructions. The address is:
<http://www3.sk.sympatico.ca/wipfd>.

I appreciate the demands on your time, including this request for information and distribution of the surveys. But I urge you to complete these tasks since those people actually involved in schools can best provide an accurate picture of how schools work. Your anonymity, and that of participating teachers, is guaranteed.

I am grateful for your cooperation in completing this survey. As a small token of my appreciation, please accept the attached book mark. The picture on the book mark is of the Saskatchewan river valley and downtown district of the city in Canada in which I live and work as a K-8 school administrator.

Thank you very much for your help!

Sincerely,

David Wipf

Appendix D
Administrator Survey Instrument

Administrator Survey The Nature of School Leadership

The purpose of this survey is to describe various aspects of leadership within schools. School leadership may be exercised by one or more persons and involves a broad range of activities. This survey is intended to provide a description of school leadership with all its complexities. Your responses will be used to help others who are interested in enhancing the effectiveness of leadership as it is practiced in schools.

I appreciate the demands on your time, including this request for information. But I urge you to do this survey since only those people actually involved in schools can provide an accurate picture of how schools work. Your anonymity is guaranteed.

Your cooperation in completing this survey is greatly appreciated.

PART I. The following statements are descriptions of leadership that may or may not reflect how you approach leadership in your school. Indicate the extent to which you agree or disagree (1 = Strongly Disagree, 6 = Strongly Agree) that the statement describes your leadership practices. Record your response by completely filling in the oval to the right of the item. Please use a soft lead pencil (#2) to complete the survey.

Based on your personal/professional view of your work as an educational leader in your current assignment, to what extent do you agree/disagree that your practice of leadership:

	<i>Strongly Disagree</i>					<i>Strongly Agree</i>
1. Excites teachers with a vision of what they may be able to accomplish if they work together to change their practices/programs	1	2	3	4	5	6
2. Regularly encourages teachers to evaluate their progress toward achieving school goals	1	2	3	4	5	6
3. Rarely takes teacher's opinions into account when making decisions	1	2	3	4	5	6
4. Leads by "doing" rather than "telling"	1	2	3	4	5	6
5. Provides resources to support teachers' professional development	1	2	3	4	5	6
6. Encourages teachers to reexamine their basic assumptions they have for their work	1	2	3	4	5	6
7. Gives high priority to developing within the school a shared set of values, beliefs and attitudes related to teaching and learning	1	2	3	4	5	6
8. Distributes leadership broadly among the staff, representing various viewpoints in leadership positions	1	2	3	4	5	6
9. Has high expectations for teachers as professionals	1	2	3	4	5	6
10. Maintains a very low profile	1	2	3	4	5	6
11. Provides staff with a process through which they generate school goals	1	2	3	4	5	6
12. Is as a source of new ideas for teachers' professional learning	1	2	3	4	5	6
13. Holds high expectations for students	1	2	3	4	5	6

Strongly Disagree

Strongly Agree

Based on your personal/professional view of your work as an educational leader in your current assignment, to what extent do you agree/disagree that your practice of leadership:

14. Gives teachers a sense of overall purpose	1	2	3	4	5	6
15. Takes teachers' opinions into consideration when initiating actions that affect their work	1	2	3	4	5	6
16. Shows respect for staff by treating them as professionals	1	2	3	4	5	6
17. Stimulates teachers to think about what they are doing for their students	1	2	3	4	5	6
18. Ensures that teachers have adequate involvement in decision making related to programs and instruction	1	2	3	4	5	6
19. Supports an effective committee structure for decision making	1	2	3	4	5	6
20. Makes an effort to know students (classroom visits, acknowledges their efforts)	1	2	3	4	5	6
21. Sets a respectful tone for interaction with students	1	2	3	4	5	6
22. Encourages teachers to pursue their own goals for professional development	1	2	3	4	5	6
23. Encourages ongoing teacher collaboration for implementing new programs and practices	1	2	3	4	5	6
24. Helps clarify the specific meaning of the school's vision in terms of its practical implications for programs and instruction	1	2	3	4	5	6
25. Encourages teachers to develop/review individual professional growth goals consistent with school goals and priorities	1	2	3	4	5	6
26. Expects teachers to engage in ongoing professional growth	1	2	3	4	5	6
27. Displays energy and enthusiasm for work	1	2	3	4	5	6
28. Lacks awareness of teachers unique needs and expertise	1	2	3	4	5	6
29. Encourages teachers to evaluate their own practices and refine them as needed	1	2	3	4	5	6
30. Expects teachers to be effective innovators	1	2	3	4	5	6
31. Demonstrates a willingness to change your own practices in light of new understandings	1	2	3	4	5	6
32. Encourages teachers to try new practices consistent with their own interests	1	2	3	4	5	6
33. Rarely refers to school goals when making decisions related to changes in programs or practices	1	2	3	4	5	6

Strongly Disagree

Strongly Agree

Based on your personal/professional view of your work as an educational leader in your current assignment, to what extent do you agree/disagree that your practice of leadership:

34. Stimulates discussion of new ideas relevant to school directions	1	2	3	4	5	6
35. Facilitates effective communication among staff	1	2	3	4	5	6
36. Establishes working conditions that inhibit teacher collaboration for professional growth and planning	1	2	3	4	5	6
37. Communicates school vision to staff and students	1	2	3	4	5	6
38. Encourages the development of school norms supporting openness and change	1	2	3	4	5	6
39. Shows favoritism toward individuals or groups	1	2	3	4	5	6
40. Facilitates opportunities for staff to learn from each other	1	2	3	4	5	6
41. Reinforces isolation of teachers who have special expertise	1	2	3	4	5	6
42. Provides an appropriate level of autonomy for teachers in their own decision making	1	2	3	4	5	6
43. Provides moral support by making teachers feel appreciated for their contributions to the school	1	2	3	4	5	6
44. Helps teachers understand the relationship between the school's vision and the board's or state's initiatives	1	2	3	4	5	6
45. Models problem-solving techniques that teachers can readily adapt for work with colleagues and students	1	2	3	4	5	6
46. Promotes an atmosphere of caring and trust among staff	1	2	3	4	5	6
47. Symbolizes success and accomplishment within the profession	1	2	3	4	5	6
48. Supports the status quo at the expense of being at the cutting edge of educational change	1	2	3	4	5	6
49. Works toward whole staff consensus in establishing priorities for school goals	1	2	3	4	5	6
50. Is open and genuine in dealings with staff and students	1	2	3	4	5	6

Part 2: Background Information**Age**

51. How old are you?

1. 20 or under

4. 31 to 35

7. 51 or over

2. 21 to 25

5. 36 to 40

3. 26 to 30

6. 41 to 50

Education

52. How much schooling have you formally completed?

1. Grade School

4. Associate Degree

7. Doctoral Degree

2. High School

5. Bachelor's Degree

3. Some College

6. Master's Degree

Years of Administrative Experience

53. How many years of administrative experience do you have?

1. Less than a year

4. 6 to 10 years

7. 26 years or more

2. 1 to 2 years

5. 11 to 15 years

3. 3 to 5 years

6. 16 to 25 years

Tenure at this school

54. How many years have you been at this school?

1. Less than 1 year

4. 6 to 10 years

7. more than 26 years

2. 1 to 2 years

5. 11 to 15 years

3. 3 to 5 years

6. 15 to 25 years

Gender

55. What is your gender?

1. Female

2. Male

Thank you for taking the time to complete this survey, and for mailing this information to me.

Appendix E

Teacher Cover Letter

February 27, 1998

Dear Teacher:

I am writing this letter to ask for your help in collecting data for my research.

This research is intended to provide a description of school leadership with all its complexities, and to study how leadership may affect teachers when the outcome of their actions is unknown or uncertain. Teacher responses will be used to help all who are interested in enhancing the effectiveness of leadership as it is practiced in schools.

To assist me, would you please do the following:

1. Complete the attached survey. There are three parts. Please use a soft lead pencil (#2) to make your marks.
2. Please do not bend, fold or staple the pages, or they will be very difficult to electronically scan.
3. Please seal your survey in the envelope provided, and return it to your principal for mailing to me. I would be very grateful if you could return it within three days.

I appreciate the demands on your time, including this request for information. But I urge you to complete and return this survey, since those people actually involved in schools can best provide an accurate picture of how schools work. **Your anonymity is guaranteed.**

I am grateful for your cooperation in completing this survey. As a small token of my appreciation, please accept the attached book mark.

Thank you very much for your help!

Sincerely,

David Wipf

Appendix F
Teacher Survey Instrument

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Teacher Survey

The Nature of School Leadership

The purpose of this survey is to describe various aspects of leadership within schools. School leadership may be exercised by one or more persons and involves a broad range of activities. This survey is intended to provide a description of school leadership with all its complexities. Your responses will be used to help others who are interested in enhancing the effectiveness of leadership as it is practiced in schools.

Please complete this questionnaire, seal it in the envelope provided and then return it to the school office for mailing.

I appreciate the demands on your time, including this request for information. But I urge you to do this survey since only those people actually involved in schools can provide an accurate picture of how schools work. Your anonymity is guaranteed. No individuals will be identified in any reports on the research.

There are three sections to the survey. Please use a soft lead pencil (#2) to complete your responses.

Your cooperation in completing this survey is greatly appreciated.

Part 1: The following statements are descriptions of leadership that may or may not reflect leadership practices in your school. Indicate the extent to which you agree or disagree (1=Strongly Disagree, 6=Strongly Agree) that the statement describes the leadership practices of your principal. Record your response by circling the number beside the statement.

To what extent do you agree/disagree that the principal in your school:

	Strongly Disagree						Strongly Agree					
	1	2	3	4	5	6	1	2	3	4	5	6
1. Regularly encourages us to evaluate our progress toward achieving school goals	1	2	3	4	5	6	1	2	3	4	5	6
2. Excites us with a vision of what we may be able to accomplish if we work together to change their practices/programs	1	2	3	4	5	6	1	2	3	4	5	6
3. Rarely takes our opinion into account when making decisions	1	2	3	4	5	6	1	2	3	4	5	6
4. Leads by "doing" rather than simply "telling"	1	2	3	4	5	6	1	2	3	4	5	6
5. Provides resources to support my professional development	1	2	3	4	5	6	1	2	3	4	5	6
6. Encourages me reexamine some basic assumptions I have about my work	1	2	3	4	5	6	1	2	3	4	5	6
7. Gives high priority to developing within the school a shared set of values, beliefs and attitudes related to teaching and learning	1	2	3	4	5	6	1	2	3	4	5	6
8. Distributes leadership broadly among the staff, representing various viewpoints in leadership positions	1	2	3	4	5	6	1	2	3	4	5	6
9. Has high expectations for us as professionals	1	2	3	4	5	6	1	2	3	4	5	6
10. Maintains a very low profile	1	2	3	4	5	6	1	2	3	4	5	6
11. Provides staff with a process through which we generate school goals	1	2	3	4	5	6	1	2	3	4	5	6
12. Is a source of new ideas for my professional learning	1	2	3	4	5	6	1	2	3	4	5	6

	Strongly Disagree						Strongly Agree					
13. Holds high expectations for students	1	2	3	4	5	6						
14. Gives us a sense of overall purpose	1	2	3	4	5	6						
15. Takes my opinion into consideration when initiating actions that affect my work	1	2	3	4	5	6						
16. Shows respect for staff by treating us as professionals	1	2	3	4	5	6						
17. Stimulates me to think about what I am doing for my students	1	2	3	4	5	6						
18. Ensures that teachers have adequate involvement in decision making related to programs and instruction	1	2	3	4	5	6						
19. Supports an effective committee structure for decision making	1	2	3	4	5	6						
20. Makes an effort to know students (classroom visits, acknowledges their efforts)	1	2	3	4	5	6						
21. Sets a respectful tone for interaction with students	1	2	3	4	5	6						
22. Encourages me to pursue my own goals for professional development	1	2	3	4	5	6						
23. Encourages ongoing teacher collaboration for implementing new programs and practices	1	2	3	4	5	6						
24. Helps clarify the specific meaning of the school's vision in terms of its practical implications for programs and instruction	1	2	3	4	5	6						
25. Encourages us to develop/review individual professional growth goals consistent with school goals and priorities	1	2	3	4	5	6						
26. Expects us to engage in ongoing professional growth	1	2	3	4	5	6						
27. Displays energy and enthusiasm for own work	1	2	3	4	5	6						
28. Lacks awareness of my unique needs and expertise	1	2	3	4	5	6						
29. Encourages teachers to evaluate our practices and refine them as needed	1	2	3	4	5	6						
30. Expects us to be effective innovators	1	2	3	4	5	6						
31. Demonstrates a willingness to change own practices in light of new understandings	1	2	3	4	5	6						
32. Encourages me to try new practices consistent with my own interests	1	2	3	4	5	6						
33. Rarely refers to school goals when we are making decisions related to changes in programs or practices	1	2	3	4	5	6						
34. Stimulates discussion of new ideas relevant to school directions	1	2	3	4	5	6						
35. Facilitates effective communication among staff	1	2	3	4	5	6						

	<i>Strongly Disagree</i>					<i>Strongly Agree</i>				
36. Establishes working conditions that inhibit staff collaboration for professional growth and planning	1	2	3	4	5	6				
37. Communicates school vision to staff and students	1	2	3	4	5	6				
38. Encourages the development of school norms supporting openness to change	1	2	3	4	5	6				
39. Shows favoritism toward individuals or groups	1	2	3	4	5	6				
40. Facilitates opportunities for staff to learn from each other	1	2	3	4	5	6				
41. Reinforces isolation of teachers who have special expertise	1	2	3	4	5	6				
42. Provides an appropriate level of autonomy for us in our own decision making	1	2	3	4	5	6				
43. Provides moral support by making me feel appreciated for my contributions to the school	1	2	3	4	5	6				
44. Helps us understand the relationship between the school's vision and board or state initiatives	1	2	3	4	5	6				
45. Models problem-solving techniques that I can readily adapt for work with colleagues and students	1	2	3	4	5	6				
46. Promotes an atmosphere of caring and trust among staff	1	2	3	4	5	6				
47. Symbolizes success and accomplishment within the profession	1	2	3	4	5	6				
48. Supports the status quo at the expense of being at the cutting edge of educational change	1	2	3	4	5	6				
49. Works toward whole staff consensus in establishing priorities for school goals	1	2	3	4	5	6				
50. Is open and genuine in dealings with staff and students	1	2	3	4	5	6				

Part 2: Please answer the following questions.

Age

51. How old are you?

1. 20 or under

4. 31 to 35

7. 51 or over

2. 21 to 25

5. 36 to 40

3. 26 to 30

6. 41 to 50

Gender

52. What is your gender?

1. Female

2. Male

Number of years taught

53. How many years (including this one) have you been teaching? (Fill in one blank)

1. Less than 1 year

4. 6 to 10 years

7. more than 26 years

2. 1 to 2 years

5. 11-15 years

3. 3 to 5 years

6. 15-25 years

Tenure at this school

54. How many years have you been at this school?

1. Less than 1 year

4. 6 to 10 years

7. more than 26 years

2. 1 to 2 years

5. 11 to 15 years

3. 3 to 5 years

6. 15 to 25 years

Grade Taught

55. What grade(s) do you currently spend most of your time teaching? (Fill in one blank)

1. Kindergarten to Third Grade

4. Freshmen

7. Senior

2. Fourth or Fifth Grade

5. Junior

3. Sixth, Seventh or Eighth Grade

6. Sophomore

Education

56. How much schooling have you formally completed?

1. Grade School

4. Associate Degree

7. Doctoral Degree

2. High School

5. Bachelor's Degree

3. Some College

6. Master's Degree

Please complete Part 3: The Revised Individual Tendency Scale. Thank you very much for taking the time to provide me with this information.

Appendix G

The Revised Individual Tendency Scale

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Part 3: The Revised Individual Tendency Scale

This questionnaire will focus on some factors which determine your actions when the outcomes of an event are unknown or uncertain.

Pairs of words or phrases are presented below. To complete each item, ask yourself, "When I must act without knowing the consequences of my actions, am I more likely to be influenced by the alternative on the left or the right?"

For example, in the first item ask yourself, "When I must act without knowing the consequences of my actions, am I more likely to choose an action that may lead to personal recognition, or one that may have the most predictable outcome?"

To select an item, put an "X" in the appropriate space. The closer the X is to the right or the left word or phrase, the more that this word or phrase would influence your choice. There are no right or wrong answers. To get the maximum benefit from this exercise please be honest with yourself and give answers that really describe your behavior as you see it.

When I must act without knowing the consequences, am I more likely influenced by the word or phrase on the right or the word or phrase on the left?

personal recognition	___:___:___:___:___	predictability
reliability	___:___:___:___:___	personal growth
getting it right	___:___:___:___:___	curiosity
self-expression	___:___:___:___:___	doing an honest day's work
knowing your job	___:___:___:___:___	desire for meaningful work
excitement	___:___:___:___:___	security
gain	___:___:___:___:___	what others think
precision	___:___:___:___:___	acclaim
attention	___:___:___:___:___	caution
achievement	___:___:___:___:___	safety
plan it	___:___:___:___:___	adventure
opportunity	___:___:___:___:___	stability
making it happen	___:___:___:___:___	approval
let others decide	___:___:___:___:___	being respected
potential loss	___:___:___:___:___	potential gain
do it now	___:___:___:___:___	gather information
anonymity	___:___:___:___:___	money
acceptance	___:___:___:___:___	praise
impulse	___:___:___:___:___	analysis
adventure	___:___:___:___:___	methodical

Thank you for taking time to complete this survey.

Appendix H

Return Post Card for Comparison School Address



Dear Principal:

Please use the following space to record the name and address of a school that is in your geographic area and that is similar in size, grade organization (elementary, middle, or high school), and socio-economic status to your own.

School: _____

Principal: _____

Address: _____

City: _____

State: _____

Zip: _____

Please mail this post card as soon as possible.

Your School Name: _____

Thank you!

David Wipf
430 Ball Way
Saskatoon, Saskatchewan
Canada

S7K 6E7

Appendix I
Token Book Mark



**The Bessborough Hotel
and The South Saskatchewan River**

by local artist
Ray Dahlen

Saskatoon • Saskatchewan

Appendix J

Non-Blue Ribbon Principals' Cover Letter (Page 1 of 2)

March 15, 1998

Dear Principal:

My name is David Wipf and I am a doctoral student from Canada studying at the University of Montana. I am writing this letter to ask for your help in collecting data for my research. My hope is that with your help I will be able to complete the data collection phase of my research and by May, 1998, meet the requirements for graduation from the Education Doctorate program.

This research is intended to provide a description of school leadership with all its complexities. Teacher and administrator responses will be used to help all who are interested in enhancing the effectiveness of leadership as it is practiced in schools.

The sample for my research is taken from a stratified random group of Blue Ribbon schools and a comparison group that is matched with each Blue Ribbon school in terms of size, geographic location and grade organization. This is how your school was identified. The intent of my research is two-fold: to examine the nature of leadership in Blue Ribbon and a comparable school, and to describe the degree of teachers' willingness to act when the outcome of their actions is unknown or uncertain.

To assist me, would you please do the following:

1. Distribute the three teacher packages to three randomly selected classroom teachers on your faculty. Please choose these teachers from an alphabetized list (such as a phone list), and use the following chart to make the selection:

Number of Teachers in Your School:	Select the following teachers on the list:
1-10	2nd, 6th, and 10th
11-20	6th, 14th, and 15th
21-30	1st, 2nd, and 7th
31-50	5th, 11th and 48th
51-60	3rd, 8th, and 33rd
61-70	17th, 18th, and 53rd
71-80	25th, 30th, and 38th
81-90	18th, 55th, and 60th
91-100	47th, 58th, and 81st
>101	66th, 69th and 82nd

Appendix J

Non-Blue Ribbon Principals' Cover Letter (Page 2 of 2)

Please do not select teachers that are assigned to special education programs, support staff such as counselors or education psychologists, or teachers who do not teach full time. Should one of these teachers be selected, please go to the next person on the phone list.

2. Complete the enclosed Administrator Survey (please mail it with the teacher surveys in the return envelope provided). Please do not bend, fold, or staple the survey as this will make electronic scanning difficult.

3. Gather the teacher surveys, put them in the self-addressed envelope with your survey, and mail them at your earliest convenience. It would be very helpful if these steps could be completed within three working days of receiving this package.

If you have further questions about this research, please feel welcome to contact my research home page via the Internet. It can provide you with answers to some of your questions, and will also allow you to e-mail me should you need any help with the above instructions. The address is:
<http://www3.sk.sympatico.ca/wipfd>

I appreciate the demands on your time, including this request for information and distribution of the surveys. But I urge you to complete these tasks since those people actually involved in schools can best provide an accurate picture of how schools work. Your anonymity, and that of participating teachers, is guaranteed.

I am grateful for your cooperation in completing this survey. As a small token of my appreciation, please accept the attached book mark. The picture on the book mark is of the Saskatchewan River valley and downtown district of the city in Canada in which I live and work as a K-8 school administrator.

Thank you very much for your help!

Sincerely,



David Wipf
e-mail address: d.wipf@sk.sympatico.ca

Appendix K
Non-Blue Ribbon Administrator Survey Instrument

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Administrator Survey The Nature of School Leadership

The purpose of this survey is to describe various aspects of leadership within schools. School leadership may be exercised by one or more persons and involves a broad range of activities. This survey is intended to provide a description of school leadership with all its complexities. Your responses will be used to help others who are interested in enhancing the effectiveness of leadership as it is practiced in schools.

I appreciate the demands on your time, including this request for information. But I urge you to do this survey since only those people actually involved in schools can provide an accurate picture of how schools work. Your anonymity is guaranteed.

Your cooperation in completing this survey is greatly appreciated.

PART 1. The following statements are descriptions of leadership that may or may not reflect how you approach leadership in your school. Indicate the extent to which you agree or disagree (1 = Strongly Disagree, 6 = Strongly Agree) that the statement describes your leadership practices. Record your response by completely filling in the oval to the right of the item. Please use a soft lead pencil (#2) to complete the survey.

Based on your personal/professional view of your work as an educational leader in your current assignment, to what extent do you agree/disagree that your practice of leadership:

		<i>Strongly Disagree</i>				<i>Strongly Agree</i>
1. Excites teachers with a vision of what they may be able to accomplish if they work together to change their practices/programs	1.	2.	3.	4.	5.	6.
2. Regularly encourages teachers to evaluate their progress toward achieving school goals	1.	2.	3.	4.	5.	6.
3. Rarely takes teacher's opinions into account when making decisions	1.	2.	3.	4.	5.	6.
4. Leads by "doing" rather than "telling"	1.	2.	3.	4.	5.	6.
5. Provides resources to support teachers' professional development	1.	2.	3.	4.	5.	6.
6. Encourages teachers to reexamine their basic assumptions they have for their work	1.	2.	3.	4.	5.	6.
7. Gives high priority to developing within the school a shared set of values, beliefs and attitudes related to teaching and learning	1.	2.	3.	4.	5.	6.
8. Distributes leadership broadly among the staff, representing various viewpoints in leadership positions	1.	2.	3.	4.	5.	6.
9. Has high expectations for teachers as professionals	1.	2.	3.	4.	5.	6.
10. Maintains a very low profile	1.	2.	3.	4.	5.	6.
11. Provides staff with a process through which they generate school goals	1.	2.	3.	4.	5.	6.
12. Is as a source of new ideas for teachers' professional learning	1.	2.	3.	4.	5.	6.
13. Holds high expectations for students	1.	2.	3.	4.	5.	6.

	Strongly Disagree						Strongly Agree					
Based on your personal/professional view of your work as an educational leader in your current assignment, to what extent do you agree/disagree that your practice of leadership:												
14. Gives teachers a sense of overall purpose	1	2	3	4	5	6						
15. Takes teachers' opinions into consideration when initiating actions that affect their work	1	2	3	4	5	6						
16. Shows respect for staff by treating them as professionals	1	2	3	4	5	6						
17. Stimulates teachers to think about what they are doing for their students	1	2	3	4	5	6						
18. Ensures that teachers have adequate involvement in decision making related to programs and instruction	1	2	3	4	5	6						
19. Supports an effective committee structure for decision making	1	2	3	4	5	6						
20. Makes an effort to know students (classroom visits, acknowledges their efforts)	1	2	3	4	5	6						
21. Sets a respectful tone for interaction with students	1	2	3	4	5	6						
22. Encourages teachers to pursue their own goals for professional development	1	2	3	4	5	6						
23. Encourages ongoing teacher collaboration for implementing new programs and practices	1	2	3	4	5	6						
24. Helps clarify the specific meaning of the school's vision in terms of its practical implications for programs and instruction	1	2	3	4	5	6						
25. Encourages teachers to develop/review individual professional growth goals consistent with school goals and priorities	1	2	3	4	5	6						
26. Expects teachers to engage in ongoing professional growth	1	2	3	4	5	6						
27. Displays energy and enthusiasm for work	1	2	3	4	5	6						
28. Lacks awareness of teachers unique needs and expertise	1	2	3	4	5	6						
29. Encourages teachers to evaluate their own practices and refine them as needed	1	2	3	4	5	6						
30. Expects teachers to be effective innovators	1	2	3	4	5	6						
31. Demonstrates a willingness to change your own practices in light of new understandings	1	2	3	4	5	6						
32. Encourages teachers to try new practices consistent with their own interests	1	2	3	4	5	6						
33. Rarely refers to school goals when making decisions related to changes in programs or practices	1	2	3	4	5	6						

	Strongly Disagree					Strongly Agree				
Based on your personal/professional view of your work as an educational leader in your current assignment, to what extent do you agree/disagree that your practice of leadership:										
34. Stimulates discussion of new ideas relevant to school directions	1	2	3	4	5	6				
35. Facilitates effective communication among staff	1	2	3	4	5	6				
36. Establishes working conditions that inhibit teacher collaboration for professional growth and planning	1	2	3	4	5	6				
37. Communicates school vision to staff and students	1	2	3	4	5	6				
38. Encourages the development of school norms supporting openness and change	1	2	3	4	5	6				
39. Shows favoritism toward individuals or groups	1	2	3	4	5	6				
40. Facilitates opportunities for staff to learn from each other	1	2	3	4	5	6				
41. Reinforces isolation of teachers who have special expertise	1	2	3	4	5	6				
42. Provides an appropriate level of autonomy for teachers in their own decision making	1	2	3	4	5	6				
43. Provides moral support by making teachers feel appreciated for their contributions to the school	1	2	3	4	5	6				
44. Helps teachers understand the relationship between the school's vision and the board's or state's initiatives	1	2	3	4	5	6				
45. Models problem-solving techniques that teachers can readily adapt for work with colleagues and students	1	2	3	4	5	6				
46. Promotes an atmosphere of caring and trust among staff	1	2	3	4	5	6				
47. Symbolizes success and accomplishment within the profession	1	2	3	4	5	6				
48. Supports the status quo at the expense of being at the cutting edge of educational change	1	2	3	4	5	6				
49. Works toward whole staff consensus in establishing priorities for school goals	1	2	3	4	5	6				
50. Is open and genuine in dealings with staff and students	1	2	3	4	5	6				

Part 2: Background Information**Age**

51. How old are you?

1- 20 or under

4- 31 to 35

7 51 or over

2- 21 to 25

5- 36 to 40

3- 26 to 30

6- 41 to 50

Education

52. How much schooling have you formally completed?

1- Grade School

4- Associate Degree

7 Doctoral Degree

2- High School

5- Bachelor's Degree

3- Some College

6- Master's Degree

Years of Administrative Experience

53. How many years of administrative experience do you have?

1- Less than a year

4- 6 to 10 years

7 26 years or more

2- 1 to 2 years

5- 11 to 15 years

3- 3 to 5 years

6- 16 to 25 years

Tenure at this school

54. How many years have you been at this school?

1- Less than 1 year

4- 6 to 10 years

7 more than 26 years

2- 1 to 2 years

5- 11 to 15 years

3- 3 to 5 years

6- 15 to 25 years

Gender

55. What is your gender?

1- Female

2- Male

56. Has an application been made at your school for the Blue Ribbon School Award ?

Yes ____

No ____

Appendix L

Non-Blue Ribbon Teacher Cover Letter

May 15, 1998

Dear Teacher:

I am writing this letter to ask for your help in collecting data for my research.

This research is intended to provide a description of school leadership with all its complexities, and to study how leadership may affect teachers when the outcome of their actions is unknown or uncertain. Teacher responses will be used to help all who are interested in enhancing the effectiveness of leadership as it is practiced in schools.

To assist me, would you please do the following:

1. Complete the attached survey. There are three parts. Please use a soft lead pencil (#2) to make your marks.
2. Please do not bend, fold or staple the pages, or they will be very difficult to electronically scan.
3. Please seal your survey in the envelope provided, and return it to your principal for mailing to me. I would be very grateful if you could return it within three days.

I appreciate the demands on your time, including this request for information. But I urge you to complete and return this survey, since those people actually involved in schools can best provide an accurate picture of how schools work. **Your anonymity is guaranteed.**

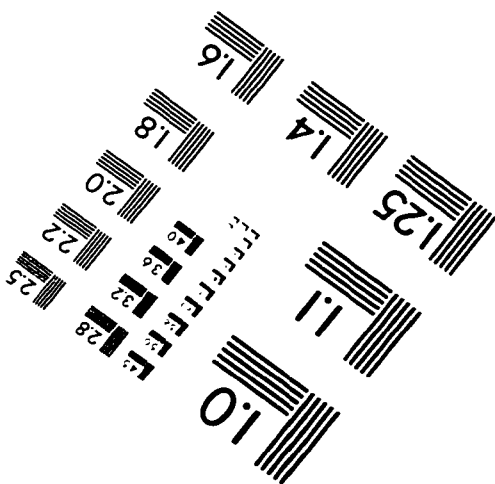
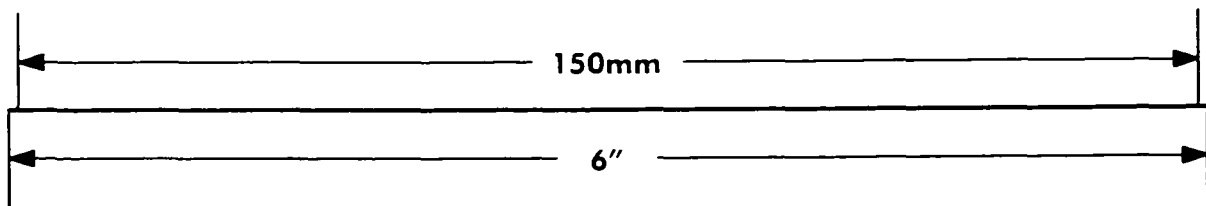
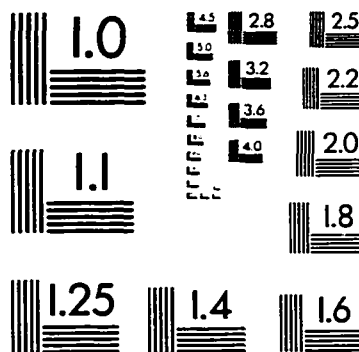
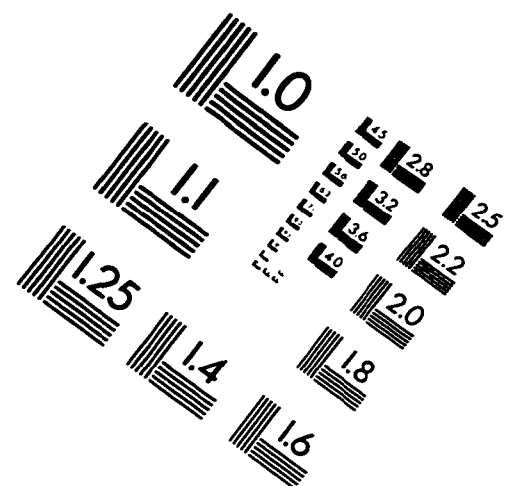
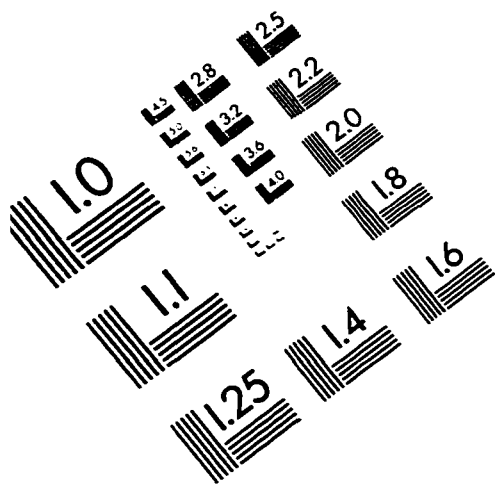
I am grateful for your cooperation in completing this survey. As a small token of my appreciation, please accept the attached book mark.

Thank you very much for your help!

Sincerely,

David Wipf

IMAGE EVALUATION TEST TARGET (QA-3)



APPLIED IMAGE, Inc.
1653 East Main Street
Rochester, NY 14609 USA
Phone: 716/482-0300
Fax: 716/288-5989

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